

# **SACSI**

## **Strategic Approaches to Community Safety Initiative**

### **Professional Development Curriculum for New Sites**

#### **“Instructor’s Guide”**

**National Institute of Justice  
November 2000**

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# Teaching Tips

## Knowing your Audience

- Know who you are training. Find out who they are, what they want to know and learn, and any politics among the players. Understand and learn as much as you can ahead of time about their issues and concerns.
- The target audience for this training is people interested in establishing a Strategic Approaches to Community Safety Initiative (SACSI) model in their community and/or the SACSI core group. This could include policymakers, administrators, researchers, planners, Project Directors, citizens, and representatives from the in US Attorney's offices, police departments, faith community, business community, and universities.
- Participants should be at the same developmental stage in their SACSI programs, that is, just starting out, at the design phase, or ready to implement interventions.

## Teaching as a Team

- Since you will be training in teams, spend some time in advance talking to the other team members regarding how to divide up the sections, teaching methods and styles of delivery, as well as "sharing the stage". That is, do all the team members feel comfortable if another team member interjects examples or ideas into another team member's section? How will all the team members get the same site background information, key issues, etc.? Determine goals and procedures for break-out sessions. Determine who leads discussions. Have a back-up plan in case a team member is unable to do the training at the last minute. Some teams may find it is useful to select a "team leader" who is the main person who introduces the next speaker and it the common thread throughout the training.
- Schedule a pre-training meeting a few weeks prior to the training. This may need to be done via conference call.
- Have a team meeting the day before the training at the site location to finalize the training details and logistics.
- When the SACSI training team comes to town, try to maximize the time there. The team may want to meet with members of the local SACSI and go together to the local newspaper editorial board or meet with other media. Always coordinate media presentations with the local site.
- At the end of each day of the training, meet together as a team and debrief the training. Discuss if the level of information is appropriate, delivery style, and

other strengths and weaknesses. At the end of the entire training, be sure all team members receive a copy of the audience written evaluations and time is set aside for the team to discuss them.

## Using the Curriculum

- The six lesson plan modules may be arranged in a variety of ways. The format for the training is laid out into six modules spread over two days (9:00 am to 4:00 pm) plus a one-hour lunch period each day. Some sites may want the training broken into two sections: Modules 1-3 on one day and then come back in a few weeks to do another day covering Modules 4-6. Some sites may want to do modules one, two, five and six for the full group and then special tracks or break-out groups (research, project coordination) or special topics for modules three and four. Some trainers may choose to keep the whole group together for all six modules. Talking to the sites ahead of time and getting background information will help determine which approach is right for that particular site.
- Lunch may be “on your own” or provided for the group. Guest speakers during lunch, such as local government officials, offenders or community members with testimonial SACSI success stories, can be motivational and enhance the overall training.
- The method of presentation for the training includes lecture with visual aids (Power Point or overhead transparencies), group interactions with the instructor involving mutual inquiry, shared experiences and personal observations. Every time a Power Point slide appears in the lesson plan, that is the instructor’s cue to forward the machine to the next slide.
- Each module includes (1) general information as to what sites need to be doing as they address their crime issue and (2) the collective wisdom of cities that have implemented SACSI – what worked, what didn’t work, what to consider. You may want to enhance the sections with experiences in your own city. Do not make the training just about your experience in your city. Use personal examples but balance with information from other sites as well.
- All activities, including instructor-participant interactions, are written in ***bold italics*** in the lesson plans.
- Adult learning models suggest that for maximum attention and retention, “non-lecture” activities be interjected approximately every ten minutes. Therefore, the curriculum is designed to be interactive, with instructor-generated questions for participants, some small group discussion, etc.

- The curriculum is designed to be used with a “Power Point” presentation. If you choose not to use this format, the Power Point “slides” can be copied onto transparencies for use with an overhead projector. In fact, it is a good idea to make transparencies as a back up in case the Power Point equipment does not work. The Power Point slides are to enhance and clarify your presentation, not vice versa. Do not read or talk “to” the slides. Practice using them before the training.
- It is suggested that instructors allow six to eight hours for reading and comprehending the materials prior to the training. This is crucial in order for the instructor to feel comfortable with and absorb the information. Instructors should be able to present the materials with the Power Point slides serving as a guide and not have to *read* their notes.

### **Basic Instruction Tips**

- Arrive at the training room at least 45 minutes before the session begins. This allows time for instructors to be sure all the Power Point equipment is there and functioning and that the appropriate room arrangements have been made.
- Ask participants to turn off the ringers on their pagers and cellular phones.
- Energy, energy, energy. Do you believe what you are saying?
- Be supportive, non-judgmental, and give compliments. “That’s a good question. I am glad you raised that...”.
- Keep language simple and avoid jargon; be clear. If acronyms or abbreviations are used, explain what they mean (SARA, VIPER, BJA, OJJDP, etc.)
- Encourage participants to share their own experiences while at the same time, keep the pace moving along.
- Help participants who have difficulty presenting information by stating, “Is this an accurate summary of what you are saying...?”
- After you answer a question for a participant, ask them, “Does that answer your question?”, “Do you agree?”, or “Has that been your experience as well”?
- Avoid passivity. Always try to get clear answers from participants. Make sure that you fully understand the comments made. Ask for clarification if necessary. Encourage participants to be pointed in voicing their comments and concerns.

- Continually remind participants that SACSI is a “way of doing business” and not a “cookie-cutter” program that can be transferred exactly from one city to another. Each jurisdiction is unique, with particular issues, demographics, crime characteristics, personalities, and existing structures. Many of the SACSI concepts however, such as using data and research to guide actions, are transferable. Encourage participants to ask questions and pose scenarios that are concerns for their jurisdiction.
- Do not take things personally or be defensive. Participants are encouraged to think critically and to challenge why sites did what they did. They may challenge and ask questions about your site as well.
- During the first break, get honest feedback from a trusted audience member. Ask for their perception of the training from room temperature, pace, appropriateness of information, to level of participant’s interest and engagement. Make adjustments as needed.
- Be flexible... issues arise, coffee is late, pagers go off, people cough, egos emerge, guest speakers get stuck in traffic, someone forgets the nametags and participants have their own agendas. When you anticipate these things before they occur, some can be avoided, but some can’t. Just keep going, recognizing that the best-laid plans sometimes have to be adjusted. A prepared trainer can go with the flow and still successfully present the materials.

### **Handling Difficult People**

- During the training, do not let one or two people dominate the discussion. Manage individuals who talk too much by politely interrupting them with a statement like, “Can we put that on the back burner for the moment and return to it later?” or “If it is alright, I would like to ask if we can discuss that on the break. There’s another important point we still need to discuss and we are running a little short of time.” You can also jump in at a pause with “That’s a good point, let’s hear from some of the others”. This gives the control of the training back to the instructor.
- A good instructor allows everyone to speak and facilitates opportunities for less vocal people in all parts of the room to be heard. If people do not participate in discussions or appear to have their minds elsewhere, call on them by name to give an answer, opinion, or recount an experience. However, do it in a way that does not put the person on the spot. Then praise the person for responding.
- If a participant is belligerent or rude, walk closer to the person, even standing next to them.

- If a discussion escalates and becomes emotional, divert the conversation away from the people participating before it gets out of hand. “I think we all know how John and Bob feel about this. Now, does anyone else have a comment?”
- If you need to control the person who “knows it all”, acknowledge the person’s contribution and then ask others in the group for their opinion of the person’s statement.
- If you have a person who “knows their job and doesn’t want to be told how to do it”, explain that he or she is just the individual you are looking for, that the training is to exchange ideas and points of view that will benefit everyone, and that their experience will be valuable to all. Make this person a resource and give them “responsibility” for others’ learning.
- When a discussion gets off track, say “Your point is an interesting one, but it is a little different from the main issues here, perhaps we can address your issues during the break or after the session”, or, “We will be talking about that later in Module ( ). Your points are very interesting, could you hold those thoughts until we get to that module?”
- If a person speaks in broad generalizations ask, “Can you give us a specific example on that point?”, or, “ Your general idea is a good one, but I wonder if we can make it even more concrete. Does anyone know of a case where... ?”
- If a person in the group states something that is incorrect but because of his or her status no one addresses the misinformation, avoid direct or public criticism, sarcasm, or ridicule. Instead, use indirect methods to correct the information such as analyzing a similar case or situation in another jurisdiction where the correct information is given. You may also want to talk to the person at the break and share the correct information.
- As you go along, register steps of agreement and disagreement with participants. “Am I correct in assuming we all agree (or disagree) on this point?” or you may simply agree to disagree on certain issues since each jurisdiction is unique.
- Generally, try not to interrupt participants, be respectful and listen. Be open yet firm and manage the discussion keeping in mind what is best for the whole group.

### Answering Questions

- Anticipate the types of questions participants might ask and plan how to handle them. Before you talk, prepare a list of questions you are most likely to get and prepare your answers. You can also use these questions to stimulate group discussions throughout your presentation. Make sure your questions are designed to get thoughtful reactions to specific points. Do not ask questions that can be



answered by a “yes” or “no” response. Open-ended questions generate better audience participation.

- Questions from participants are a good indication of the level of their awareness, attention and interest in your subject. Questions have value in helping you to clarify, modify or fortify points or to test an idea for its potential. Remember that answering a question is impromptu. Pause if you need to, relax, maintain your poise, keep your answers short and to the point, and give the short answer first (e.g., yes/no) then explain why.
- If you do not know the answer, acknowledge that fact and offer to find the information or check with the audience to see if anyone knows the answer. Not all questions have to be answered. Sometimes the most effective response is one that allows the audience to keep thinking about the issue or concern. Some instructors keep a running list of questions or issues on a displayed easel pad and come back to the questions throughout the training.
- When a person asks a question, restate the question for the entire group and direct your answer to the audience, not the individual questioner. Make sure everyone has heard the question.
- Rephrase questions that are unclear or rambling.
- Diffuse emotional questions by politely asking for clarification when non-specific words are used such as “hedging”, “suspicious”, “non-criminal”, “pussyfooting”.
- Avoid a one-to-one conversation/argument with a participant.

### **Setting Up the Training Room**

- The training environment should accommodate both tables and chairs in a classroom style or round tables with six to eight participants per table. This works well for small group discussion and for participants who wish to take notes.
- Each participant should have an unobstructed view of the front of the room, be able to see the speaker, easel and pad, audio-visual screen, and other training aids.
- Good ventilation and room temperature is important for an effective and comfortable training environment.
- Good acoustics are also important to facilitate good communication. If the room is too large or not sound proof to outside noises, it may not be an effective training location. A lapel microphone for speakers may be a good option so they

- can be heard while still being able to move around the room (not stuck behind a podium microphone).
- Be sure the training room meets ADA standards and accommodates any special needs of participants and speakers.

## Suggested Reading

Braga, Anthony; Piehl, Anne; Kennedy, David. (1999) "Youth Homicide in Boston: An Assessment of Supplementary Homicide Report Data." *Homicide Studies* 3: 277-299.

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Kapsch, Stefan J. (1998). "Strategic Crime Intervention in Portland: Crime Control with a New Emphasis and a New Twist". *Policing in Central and Eastern Europe*. Milan Pagaon Editor, Ljubljana, Slovenia: University of Ljubljana, College of Police and Security Studies.

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- Monahan, John; Walker, Laurens. (1985) "A Primer of Social Science Methods." *Social Science in Law: Cases and Materials*. Foundation Press: Mineola, NY.
- National Crime Prevention Council. (1995) *Partner with the Media to Build Safer Communities*. Washington, D.C.
- National Crime Prevention Council. (1995) *Reducing Gun Violence: What Communities Can Do*. Washington, D.C.
- Sherman, Lawrence. (1998) *Ideas in American Policing*. Police Foundation.
- Van Gundy, Arthur. (1998) *101 Great Games & Activities*. Jossey-Bass/Pfeiffer

## **Agenda for Two-Day Training**

### **Day 1** (Modules 1, 2, 3)

**9:00-9:25**

Welcome and Introductions

**9:25-10:30**

Module 1: Overview of the Strategic Approaches to Community Safety Initiative

**10:30-10:45**

Break

**10:45-12:00**

Module 2: Organizational Structure and Partnerships

**12:00 –1:00**

Lunch

**1:00-2:30**

Module 3: Having Research and Data Guide your Project

**2:30-2:45**

Break

**2:45-4:00**

Module 3 (continued)

### **Day 2** (Modules 4, 5, 6)

**9:00- 10:30**

Module 4: Designing and Implementing Intervention Strategies: Moving from Research to Action

**10:30-10:45**

Break

**10:45-12:00**

Module 4 (continued)

**12:00-1:00**

Lunch

**1:00-2:30**

Module 4 (continued)

**2:30-2:45**

Break

**2:45-3:15**

Module 5: Sustaining SACSI

**3:15-4:00**

Module 6: Resources (press releases, TA available, “mentors” available, videos, books/suggested reading)

Wrap up; Evaluation

## Instructor's Overview of Lesson Plans

Module	Description (Training Goals & Learning Objectives)	Resources Needed	Time
<b>1</b>	<b>Goal:</b> To help sites begin their SACSI programs <b>Objectives:</b> (1) By understanding the basic characteristics of a SACSI model; (2) By understanding the roots, context and success stories on which SACSI is based (Boston & 5 sites); (3) By understanding the cost/benefit of adapting a SACSI crime reducing strategy.	Power Point projector  VHS Video player & monitor  Easel & pad	55 minutes
<b>2</b>	<b>Goal:</b> To help sites set up successful organizational structures and partnerships <b>Objectives:</b> (1) By identifying and selecting key partners; (2) By understanding the characteristics of successful partnerships; (3) By understanding the characteristics of a successful Project Director; (4) By understanding the characteristics of a successful Research Partner; (5) By identifying key components of SACSI organizational structures; (6) By understanding various organizational logistics (7) By developing a media/communications plan.	Power Point Projector  VHS Video player and monitor  Easel & pad	1 hour 15 minutes
<b>3</b>	<b>Goal:</b> To help sites incorporate data and research in targeting crime and developing strategies. <b>Objectives:</b> (1) By understanding what data can do; (2) By understanding the importance of working with a research partner; (3) By learning from the 5 original sites what research methodologies they used and how it worked; (4) By understanding the importance of continual data feedback and refinements of the strategies.	Power Point Projector  Easel & pad	2 hours 45 minutes
<b>4</b>	<b>Goal:</b> To help sites move from data to designing and implementing effective intervention strategies <b>Objectives:</b> (1) By understanding ways to design interventions; (2) By understanding various kinds of interventions used by sites, what worked and what didn't work.	Power Point Projector  VHS Video player and monitor  Easel & pad	4 hours 15 minutes
<b>5</b>	<b>Goal:</b> To help sites sustain their SACSI efforts during and beyond the funding period. <b>Objectives:</b> (1) By understanding effective ways to maintain human involvement, enthusiasm, and commitment to SACSI; (2) By understanding effective ways to sustain a process that is permanently incorporated into a "way of doing business".	Power Point Projector  Easel & pad	30 minutes
<b>6</b>	<b>Goal:</b> To help support sites so they can succeed on their own <b>Objectives:</b> (1) By knowing the resources available to them (TA, books, mentors); (2) By developing an action plan and personal commitment to make it happen.	Power Point Projector  Easel & pad	45 minutes

# **Lesson Plan:**

# **Module 1**

# Module 1 Lesson Plan

Time: 55 minutes

Topic	Content
<b>Welcome and Introductions</b>  Welcome participants and do introductions.	Welcome participants.  Introduce yourself and other speakers.  Facilitate participant self-introductions. You may wish to have people say something in addition to the usual “name, title, and agency”. For instance, you may ask them one thing they like about the neighborhood they live in or to think back when they were 10 or 12 years old and briefly share what they wanted to be when they grew up. This can be an icebreaker for groups since some people do end up following their career choice (e.g., lawyer) while others had funny choices for unique reasons. It is a good way for people to learn something new about co-workers without being too personal. Over the next two days, you can also incorporate into the lessons some ideas gleaned from their introductions such as having a sense of hope, following their dreams, feeling safe and good about their neighborhood.
Describe training goals.	Describe the goals for the day.  To help sites set up a Strategic Approaches to Community Safety Initiative, (referred to as “SACSI” or “strategic approaches”) structure by: <ol style="list-style-type: none"> <li>(1) providing information on the key elements of the SACSI model</li> <li>(2) providing information, stories and “lessons learned” from the existing sites.</li> </ol>
Review agenda.	Review agenda, break and lunch schedule, location of restrooms and special needs.
Describe participant materials.	Describe all sections of the participant materials and indicate that they will be referred to throughout the day. Point out that there is a small version of each Power Point slide with a blank area next to it to write notes.

Encourage audience participation.	Acknowledge that there is a great deal of expertise in this room and we can all learn from each other's experiences. Encourage participant participation and questions.
Present crime statistics.	<p>Present a powerful, "Pow!" opening statement to capture participant's attention and get them to focus on the importance of this project. For example, describe crime issues facing communities today – customize it for the unique concerns of the local audience.</p> <p>For example... "In Springfield last year, there were 35 homicides: 30 involved guns, 27 involved male offenders under the age of 28 years, 96% occurred in one geographic area of the city. What do these numbers tell us and how do we typically respond? These numbers are very specific and help narrow in on the problem people and area."</p> <p>"Yet, we most often use a "universal" approach... that is, a generalized strategy aimed at reaching a broad group of people. Not focusing in on the true problem. The approach might include an article in the paper (do we think our target audience reads the paper every day with their latte? Only 12% of the general public reads the paper every day) or it might be a TV public service ad or an all-school assembly with Officer Bob."</p> <p>"These activities are not bad things but are they reaching and impacting (changing the behavior) this small group of people doing the majority of the crime? <i>Probably not.</i>"</p> <p>"Is it the wisest use of our limited resources? <i>Probably not.</i>"</p> <p>"Do we really know if it is effective? <i>Probably not</i> because we haven't used research to guide our decision-making or thought through how to measure success."</p>

Topic	Content
<b>Module 1: Overview of the Strategic Approaches to Community Safety</b>	



<b>Initiative (SACSI)</b>	
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<b>Topic</b>	<b>Content</b>
<b>What is SACSI?</b>  Describe when the Strategic Approach to Community Safety Initiative (SACSI) began.	SACSI was launched in 1998 in an effort to test a specific framework for combating local crime problems.

<b>Topic</b>	<b>Content</b>
Describe the initial 5 cities involved in the SACSI initiative and the purpose.	<p>Five cities were selected to participate in the two-year pilot project: Indianapolis, IN; Memphis, TN; New Haven, CT; Portland, OR; and Winston-Salem, NC.</p> <p>SACSI is an effort to increase the capacity of federal, state, and local criminal justice agencies through collaboration with researchers and partners. It focuses on data collection and analysis, and designing targeted strategies and interventions that flow directly from the research to prevent and reduce crime.</p> <p>In essence, SACSI increases the efficiency of all prosecutions, criminal justice agency functions and in particular, supplements the traditional approaches with a more focused, informed collaborative effort to reduce crime.</p>

<b>Topic</b>	<b>Content</b>
Describe the four major SACSI characteristics.	(1) Collaborative Problem Solving (2) Research-driven Decision Making (3) Focused Interventions

	(4) Feedback/results
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Topic	Content
Describe Collaborative Problem Solving.	(1) Collaborative problem solving means developing a coordinated federal, state, and local law enforcement approach that benefits from the expertise and criminal intelligence of each level of the justice system. SACSI uses an interagency working group made up of community partnerships identifying problems, formulating strategies to address those problems, enhancing creative solutions while increasing public trust and confidence in the criminal justice system. We will be talking extensively about this unique collaborative partnership and how it can work. This collaboration is key to the success of SACSI.

Topic	Content
Describe Research-Driven Decision Making.	(2) Research-driven decision making means gathering, analyzing and using data and knowledge to understand the dynamics of local crime problems including the scope and nature of the crime problem. This is then used to make informed, data-supported decisions and to develop focused strategies aimed at reducing identified current crime and/or deterring future crime. SACSI includes developing a research infrastructure that creates an efficient approach and that can be used for future efforts. Research is at the core of SACSI and makes it unique from other efforts. Much of this training will be spent looking at the research component. Don't be afraid of the "pointy-headed" emphasis in this approach.

Topic	Content
Describe Focused Interventions.	(3) Focused Interventions means, based on the data and knowledge, a set of problem-solving methods are used to identify focused interventions. These interventions are aimed at the issue or people most pivotal to the problem and have the greatest impact if successful. It is creating and seizing

	<p>opportunities. The research gives sites a focus and helps sites decide what intervention to create.</p> <p>Some examples include “Smart Prosecution” (focusing on the most dangerous or chronic offenders). Focused/Targeted Deterrence” (strategic interventions, correlated/complimentary interventions such as offender notifications, communicating the message to associates of the offender and the community). We will be talking extensively about interventions.</p>
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Topic	Content
Describe Feedback/Results.	<p>(4) Feedback/Results involves regular and frequent assessments as to the effectiveness of the intervention and other relative data. Through information feedback loops the question, “what did we find out” becomes “what are we <i>finding</i> out and how can we adjust and refine our efforts to be more effective?” Feedback is essential to ensure the strategy is having its intended effect. Continually evaluating and modifying the strategy is a dynamic, on-going process. This step works best with an integrated research partner.</p> <p>One of the real contributions of SACSI is that sites are compelled from the beginning to really look at and challenge the “perceived” problem with data and validate that this is the problem to be addressed. Much time was spent by the sites doing this and, like Boston, it paid off in being able to focus right in on an issue with more clarity. Also, proper analysis/verification drives the resulting strategy and interventions.</p> <p>State that we will be talking about these four characteristics in more detail throughout the training.</p>

Topic	Content
Describe the people involved in the Boston project and the similarities with SACSI.	<p>Much of this information about Boston is gleaned from research by Anthony A. Braga, David M. Kennedy, Anne M. Piehl and Elin J Waring.</p> <p>The SACSI model is based on a successful crime prevention program first implemented in Boston. SACSI looked at the good things done in Boston and took them to the next level. During the early 1990s, Boston experienced an</p>

	unprecedented increase in youth homicide and gun violence. In response, the Boston Police Department and other agencies formed a partnership with researchers to develop a comprehensive strategy to reduce youth violence.
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Topic	Content
Describe who sponsored the Boston Gun Project and how it began.	<p>“The Boston Gun Project” was sponsored by the National Institute of Justice and directed by David M. Kennedy, Anthony A. Braga, and Anne M. Piehl of the Kennedy School of Government at Harvard University. The Project was a problem-oriented policing initiative designed to have an immediate, large-scale impact on Boston’s youth homicide problem.</p> <p>The Boston Gun Project commenced in early 1995 and implemented what is now known as the “Operation Ceasefire” intervention in the spring of 1996. The first “pulling levers” crackdown on a violent gang began in March and wrapped up with a direct communication meeting with a gang in May 1996. The second major “pulling levers” crackdown was held in August 1996. Intensive project activities occurred throughout 1996 and 1997. Operation Ceasefire working group meetings continue to this day.</p> <p><b><i>Activity: Show all or parts of the Boston video that is a compilation of three short videos. The first two segments are national news stories (Jim Lehrer – 10 minutes, Peter Jennings – 3 minutes) and the third segment is an informational piece that includes interviews with gang members (13 minutes). Total time: 26 minutes</i></b></p>

Topic	Content
Discuss how Boston set goals.	<p>Setting Goals: Boston was a catalyst for action and new thinking. The Project was designed to proceed by:</p> <ul style="list-style-type: none"> <li>(1) assembling an interagency working group of largely line-level criminal justice and other community partners;</li> <li>(2) gathering data (applying quantitative and qualitative research techniques) to assess of the nature of, and dynamics driving, youth</li> </ul>

	<p>violence in Boston;</p> <p>(3) developing an intervention designed to have a substantial, near-term impact on youth homicide;</p> <p>(4) implementing and adapting the intervention; and</p> <p>(5) evaluating the intervention's impact.</p>
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Topic	Content
Discuss how Boston structured their working group.	<p>The Core Working Group:</p> <p>The initial participating agencies included the Boston Police Department, the Massachusetts Departments of Probation and Parole, the Office of the Suffolk County District Attorney, the Office of the US Attorney, The Bureau of Alcohol, Tobacco, and Firearms, the Massachusetts Department of Youth Services (juvenile corrections), the Boston School Police, and gang outreach and prevention “street workers” attached to the Boston Community Centers Program, and researchers from Harvard.</p> <p>Ideas were generated with these agencies in what has come to be called a “hot house” environment where people brainstorm ideas and strategies in a concentrated, intense, creative environment. We will be talking much more about hot houses later when we discuss interventions.</p> <p>Others who participated at a later point in the process included the Drug Enforcement Administration, the Ten Point Coalition of activist Black clergy, the Massachusetts State Police, the Office of the Massachusetts Attorney and others.</p>

Topic	Content
Discuss what Boston's initial research data showed.	<p>While developing an appropriate intervention, the research team thoroughly analyzed Boston's youth violence problem. The research showed that youth violence was fueled by easy access to guns through illegal gun trafficking and driven by on-going conflicts among gang youth.</p> <p>Guns used by gang members tended to involve semiautomatic pistols, quite</p>

	<p>new or recently diverted from retail. Many of these guns were first sold at retail in Massachusetts or smuggled in from out of state. Much of the gun carrying was fear driven. It also showed that the problem of youth homicide was concentrated among a small number of chronically offending gang-involved youth (Boston's gangs were typically small, relatively disorganized, neighborhood-based groups). Only 1,300 gang members (less than 1% of their age group city-wide in about 61 gangs) were responsible for more than 60% of all the youth homicide in the city. These gang members were known to the authorities and had extensive criminal records. Conflicts and alliances were mapped. Chronic disputes among gangs appeared to be the most significant driver of gang violence. Of both those who had been killed by gun shots and those believed to be the shooters, <math>\frac{3}{4}</math> had criminal records. For both groups, the average number of previous arraignments was nine.</p>
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Topic	Content
Discuss the "Operation Ceasefire" intervention.	<p>Operation Ceasefire: Based on the research data, the "Operation Ceasefire" intervention emerged from the working group. It included two main elements:</p> <ul style="list-style-type: none"> <li>(1) Direct law enforcement attack on illicit firearms traffickers illegally supplying youth with guns;</li> <li>(2) Strong deterrence to gang violence primarily through the "pulling levers" strategy through direct, face-to-face outreach to chronically violent gang members.</li> </ul>
Continue talking about "Operation Ceasefire" and the gangs.	<p>Gangs throughout the city were told:</p> <ul style="list-style-type: none"> <li>(1) that violence would no longer be tolerated;</li> <li>(2) that it would be backed up by "pulling every lever" legally available when violence occurred.</li> <li>(3) alternatives to violence were available – ministers, street workers, as well as police and probation officers, could help with jobs, schooling and other opportunities for those willing to stop the violence.</li> </ul> <p>The Ceasefire message was delivered in multiple ways: formal meetings with gang members, through individual police and probation contacts with gang members, through meetings with inmates of secure juvenile facilities in the</p>

	<p>city and through gang outreach workers on the street.</p> <p>When gang violence occurred, the Ceasefire agencies addressed the violent group or groups involved using a menu drawn from all possible legal “levers”. The multitude of agencies involved assessed each gang subjected to such “crackdowns” individually and customized a response to the particular individuals and characteristics of the gang in question, ranging from probation curfew checks to DEA investigations. This aspect of the project was designed not to eliminate gangs, but rather to control or deter serious violence. Youth violence in Boston had become a self-sustaining cycle that needed a “firebreak”.</p>
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Topic	Content
Discuss the results of Boston’s “Operation Ceasefire” efforts.	<p>The Results:</p> <p>Youth homicide in Boston during this period dropped dramatically from an average of 45 to 15. There was a statistically significant break in June 1996 and a sharp decline over the summer and fall of 1996. The rate remained stable during 1997 at this new lower rate. There were no control areas or control gangs, yet comparisons were made with homicide trends throughout the country and Boston was significantly lower. Boston used models that controlled for trends and other outside influences (unemployment, demographics, drug markets, public health interventions, etc.). The Operation Ceasefire intervention was associated with statistically significant reductions:</p> <ul style="list-style-type: none"> <li>63% decrease in the monthly number of youth homicides in Boston</li> <li>25% decrease in the monthly number of citywide gun assaults</li> <li>32% decrease in monthly number of citywide shots fired calls for service</li> </ul> <p>At the same time, Boston did not experience a rise in hostility between communities of color and law enforcement. In fact, complaints against police declined.</p> <p>Many believe that the Boston Gun Project was a meaningful, problem-oriented policing effort, bringing practitioners and researchers together in new ways, leading to a fresh assessment of the youth violence problem in Boston, leading to operational activities that were substantial departure from previous</p>

	<p>practice. Boston was “open to the possibilities”, such as using outreach workers. They also had powerful and committed members of the research team, law enforcement and the faith community. They saw things with new eyes and in new ways. Some have stated they wished they had used data much earlier in the project to guide and evaluate their actions. Boston states they were lucky and opportunistic at the same time, emphasizing that, “luck is opportunity that you recognize”.</p> <p>SACSI has embraced numerous ideas from Boston while at the same time, benefiting from their wisdom about what worked and didn’t work. SACSI adopted the concept of targeting a problem in a focused area, not a specific tactic or intervention.</p>
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Topic	Content
Discuss the transferability of Boston’s experience to other cities.	Program elements such as Operation Ceasefire may or may not be a transportable intervention. However, the “process” may in fact be, such as the central role of the line-level working group and the use of various research methods (both qualitative and quantitative research) to “unpack” chosen problems. It is important for sites to look carefully at their own data and context before taking an intervention “off the shelf” and hoping it fits.

Topic	Content
Describe how SACSI is not a “project” but rather a way of doing business.	SACSI is a focused, strategic approach for cities to determine which crimes are the most troubling in the community, their characteristics, context and dynamics, and then funneling direct, multi-pronged remedies to eliminate the problem. It is prioritizing where energy and resources go – not as a universal band-aid, but to the people and situations that cause the most problems, and doing it in creative, powerful ways. It is a more focused and informed effort that supplements traditional approaches. It is done in a collaborative way with federal, state, local and community organizations and getting people close to the problem in one room.



Topic	Content
Describe how SACSI is a unique approach and not just a law enforcement approach.	Sites have found that it is important not to limit activities to traditional criminal justice models that only look at intervention or suppression. Both Memphis and Winston-Salem found their data guided them to include prevention strategies, specifically mentoring programs and school curriculum. Additionally, with a working group that is broad-based, a more comprehensive approach to the crime suppression problem can occur. This results in a more coordinated, focused and effective effort.

Topic	Content
Describe how the SACSI approach can be applied to targeting other crimes within a jurisdiction.	Many sites start out looking at one crime and find that the “approach” can be applied to other crimes as well. Once the process and infrastructure is set up, SACSI can be applied to other issues. For example, Portland, Indianapolis, and Boston have now started looking at the issue of domestic violence and applying a SACSI approach.

Topic	Content
<p><b>Why Get Involved in SACSI? What is the “Cost/Benefit” for a Community?</b></p> <p>Discuss how the benefits outweigh the costs.</p>	<p>SACSI sites have found many benefits from their involvement in this initiative including:</p> <p>(1) <i>Public Safety</i>. Public safety benefits such as reduced crime (especially involving high-profile offenders);</p>

	<p>(2) <i>Efficiency</i>. Efficient use of resources through such efforts as “smart prosecutions” and “focused deterrence”. You do not need to radically increase the number of cases prosecuted if you choose the “right” cases that will have the greatest impact on the real source of the problem.</p> <p>(3) <i>Collaboration</i>. A new kind of collaboration, procedures and an infrastructure that can now be used with other crimes (including access issues, shared resources such as crime mapping software);</p> <p>(4) <i>Education</i>. Agencies learn new ways of doing things;</p> <p>(5) <i>Good public relations</i>. When multiple agencies are collaborating as a united front doing new and different positive things, that gets attention of the media and the public. Relations between law enforcement and communities of color need not deteriorate with increased law enforcement activity if team members, devising the strategies, include those with credibility in the communities.</p> <p>(6) <i>Funding</i>. There are increased funding sources because sites expand their network pool and prove they have the capacity for change;</p> <p>(7) <i>National networking</i>. SACSI gives sites access to cutting edge national leaders and networking with colleagues across the country;</p> <p>(8) <i>Rejuvenation</i>. Sites have stated this strategic approach has energized individuals who had lost creativity and interest in grappling with the crime problem. Additionally, others who have not had an opportunity in the past to work on solutions and strategies, were embracing the chance to make a difference.</p>
<p>Discuss some of the “costs” of involvement in SACSI.</p>	<p>There are few risks and down sides to getting involved in SACSI. The potential risks or costs include:</p> <p>(1) <i>Time</i>. Partner agencies commit personnel for meetings, data gathering, collation, and energy especially at the beginning of the project – some may use new monies to cover this, others just reallocate existing resources;</p> <p>(2) <i>Risk of Failure</i>. Some people feel there is a risk that people may devote resources to a strategy without pay off – the strategy might not work as well as planned (but some agencies ask, “what do we have to lose and we may have everything to gain”). May have to shift mid-stream since it may take longer for results.</p>

	<p>(3) <i>Risk of Alienating Segments of the Community</i>. The SACSI process increases public involvement and therefore, public scrutiny. Although it can be a “plus”, some people feel exposed when data is discussed or “non law enforcement” people are in the room. Additionally, a few sites have had negative public attention regarding their approach, specifically that it was too intrusive, hyper-aggressive, or profiling particular populations such as cultural, ethnic, or racial groups. As stated previously, much of this can be avoided with inclusive planning and a strong communications/media plan.</p> <p>All of these issues will be addressed throughout the training.</p> <p>Indianapolis faced some skepticism when starting SACSI by those who said, “we already have all kinds of task forces involving multiple agencies (e.g., at the operational level – drug, gang, fugitive task forces; at the broader community level – public safety committees), do we really need to create another task force and another set of meetings to attend?”</p> <p>They found that when they discussed the unique qualities of SACSI there was more buy-in to the project. The qualities included: structured problem solving, involvement of a research partner, not just improved case processing but a new way of doing business, using on-going activities to influence broader range of behavior (e.g., Freddie Cardoza in Boston and the Brightwood group in Indianapolis were not just a matter of locking up particular violent offenders but the enforcement activity became “symbols” used to influence other potential offenders) and linking operations (e.g., like a drug or gang task force) with policymaking (e.g., public safety committee).</p>
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Topic	Content
<b>Overview of the 5 Original SACSI Cities and Targeted Issues</b> <p>Give a brief overview of the five cities involved in the initial SACSI project and</p>	<p>Describe the crimes each of the original five sites selected for their SACSI project. Explain that more detail about each site, their projects, interventions, and lessons learned, will be interspersed throughout the training.</p>

their crime issue.	
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Topic	Content
Describe what Indianapolis focused on.	<b>Indianapolis</b> <i>Focus:</i> group- and drug-related violence and gun homicide.

Topic	Content
Describe what Memphis focused on.	<b>Memphis</b> <i>Focus:</i> sexual assaults.

Topic	Content
Describe what New Haven focused on.	<b>New Haven</b> <i>Focus:</i> Gun violence and Public Fear

Topic	Content
Describe what Portland focused on.	<b>Portland</b> <i>Focus:</i> Youth gun violence.

Topic	Content
Describe what Winston-Salem focused on.	<p><b>Winston-Salem</b>  <i>Focus:</i> Youth violence and adults who influence or get younger kids involved in gun violence.</p> <p><b><i>Activity: Show short video from Winston-Salem that is an overview of their SACSI program and briefly describes the notification sessions. (Time: 8 minutes)</i></b></p>
Re-cap and do module closure.	<p>In this module, we talked about how SACSI got started and some of the successes Boston experienced when they tried innovative data-driven strategies to reduce their youth homicides. We briefly discussed the key characteristics of SACSI: collaborative problem solving, research-driven decision making, focused interventions, and feedback/measurable results. We talked about the benefits and risks for a site when they do SACSI. We saw what the original 5 sites identified as their big crime problems and look forward to getting into much more detail about the lessons learned from their experiences.</p> <p>“Strategic Approaches to Community Safety Initiative makes me believe in government. We can make an extra ordinary difference. It is an example of what can be done. Learn from colleagues but learn the most from your own community.”</p> <p>Janet Reno, US Attorney General  Speaking to SACSI Site Members  Washington, D.C.  October 2000</p>

# **Lesson Plan:**

## **Module 2**

## Module 2 Lesson Plan

Time: 1 hour, 15 minutes

Topic	Content
<b>Module 2: Partnerships and Organizational Structure</b>  Introduce the module.	This module looks at the partnerships and organizational structure of SACSI.

Topic	Content
Discuss the 8 steps to organizing SACSI.	<ol style="list-style-type: none"> <li>(1) Establish interagency working group structure</li> <li>(2) Select the problem</li> <li>(3) Gather data</li> <li>(4) Analyze, confirm and describe the problem</li> <li>(5) Design the strategy/interventions</li> <li>(6) Implement the interventions</li> <li>(7) Monitor and evaluate the strategy/interventions</li> <li>(8) Adjust strategies based on feedback/evaluation</li> </ol> <p>Before diving into these eight steps, however, it is important to think through if you want to be “below the radar screen” or “in it” in terms of publicity. That is, what level of media attention do you want for the project and what is the best way to handle and control the media? This can be a highly visible project that could effect every step unless it is thought through ahead of time.</p>

Topic	Content
<b>Working with the Media: Packaging and Marketing SACSI</b>  Discuss the importance of developing a media strategy early in the project.	Be proactive, not reactive. Discuss how to communicate findings and share successes with diverse audiences. Convey, communicate, control. Some sites developed subcommittees that made decisions about how and when to involve the media.
Discuss questions the Project Core Working Group needs to ask.	Questions to ask regarding the media: <ol style="list-style-type: none"> <li>(1) When is the best time to announce the project and the targeted crime?</li> <li>(2) When and how should the project respond to incidents/situations?</li> <li>(3) How should the media be used to reach the desired audience as part of the crime deterrence strategy?</li> <li>(4) When do you go broader?</li> <li>(5) Should an outside expert (media/public relations firm) be hired to help with a media campaign as part of the project and intervention approach? Prosecutors generally do not like the marketing piece.</li> <li>(6) Will the media strategy have an impact on research, for instance, if you were measuring “fear of crime” and newspaper articles came out at the same time as the survey talking about the violence and gun deaths in the community, this could impact the results.</li> </ol> <p><i>Activity: Ask participants for their opinions on the positive and negative experiences of working with the media. What would they do differently next time? (Time: 5-10 minutes)</i></p>

Topic	Content
Discuss various publicity options.	<b>Press conferences.</b> If a press conference is held as a kick-off for the project and to “get the word out”, have all project team members at the press



	<p>conference. Portland started their project with the mayor and a press conference, while other cities wanted to wait several months until the project was in place and going for a while before any publicity.</p> <p><b>Newspaper Editorial Boards.</b> Use your newspaper editorial boards and meet with them along with some out of town experts on the topic. Portland found this to be a useful strategy that got attention.</p> <p><b>Electronic outreach: Television and radio (ads, PSAs, talk shows), videos, movie theatre pre-film ads, web sites. Printed Outreach: billboards, bus signs, posters, brochures, gadgets (book marks, magnets).</b> All have been tried in various cities. Understanding the audience is the important first step before expending time, money and energy on media strategies that will not reach the desired population. Portland made a video. Memphis did television programs and news stories, newspaper articles and editorials. Winston-Salem used television crime stopper programs and multiple TV and print news stories.</p> <p>Refer participants to their materials. They include samples of press releases, op ed pieces, newspaper articles.</p> <p>These approaches can also be a “strategic intervention”. We will be talking about interventions in Module 5.</p> <p><b><i>Activity: Show the video “Kids and Guns” produced by Portland. (Time: 5 minutes)</i></b></p>
<p>Discuss marketing results.</p>	<p>Suggest to the sites that they develop a “communication plan” that covers both proactive and reactive strategies. The communication plan should support the intervention plan so it is a plan that will need to worked on throughout the entire SACSI effort.</p> <p>Part of the plan might include “marketing the results of SACSI”. This can have two benefits:</p> <ul style="list-style-type: none"> <li>• Internal (team building, keeping message consistent within the partnership)</li> <li>• External (heightening awareness to the public, targeting message to offenders).</li> </ul> <p>The information and message needs to be backed up with truth and action. If not, it can be <i>the</i> most damaging thing to happen to a project.</p> <p><b><i>Activity: Have participants break into small groups of 4-5 people</i></b></p>

	<p><i>and have them identify 3 or 4 critical issues that should be included in a communication plan for their SACSI site. Have participants discuss what they would hope to accomplish with a communication plan (goals). Have participants think back on the 6 questions just discussed (re-read the questions out loud if necessary). (Time: 15 minutes)</i></p> <p><i>Reconvene into the full group and have the small groups share some of their ideas. (Time: 10 minutes)</i></p>
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Topic	Content
Give overview of “Step 1 to Organizing SACSI”.	<p>Now that we have thought through the overall media and publicity options, let’s go back to the “8 Steps to Organizing SACSI”.</p> <p>This module addresses the first step: Establishing an effective working group structure, and specifically, partnerships and organizational structure. Let’s start out by looking at partners, how they are selected and recruited, expectations, and characteristics of successful partnerships.</p>
Describe the importance of thinking through the selection of partners.	<p>The partnership and the collaboration is the foundation for the initiative’s success. Since some sites may have already selected their partners before coming to the training, encourage them to think through whom they have included and if others need to be invited for the core group and specialized working group(s).</p> <p>All sites have had some partnership bumps along the way. If they can be addressed early, they may be avoided. For instance, integrating the researcher with the other partners is the greatest strength of the partnership, but also has the greatest potential for issues to arise.</p> <p>Recruiting members may take a couple phases:  (Phase 1) Who do you think should be involved now;  (Phase 2) Once the hot spots have been identified and target data is reviewed, there may be other members to bring on based on that information.</p>

Topic	Content
<p><b>Selecting Partners</b></p> <p>Describe the core partners in a SACSI model.</p>	<p>Suggested core partners:</p> <ul style="list-style-type: none"> <li>• Police</li> <li>• Probation/parole</li> <li>• Researcher(s)</li> <li>• Local district attorney</li> <li>• US Attorney</li> <li>• Community members</li> </ul> <p>Most sites have made efforts to include other partners, not often included in these endeavors, in their core group, subcommittees and/or working groups. These partners have included, but are not limited to, representatives from:</p> <ul style="list-style-type: none"> <li>• faith community</li> <li>• public health</li> <li>• medical community</li> <li>• schools</li> <li>• social services</li> <li>• employment agencies</li> <li>• defense bar</li> <li>• higher education</li> <li>• victim/witness programs</li> <li>• crisis centers/hotlines</li> <li>• neighborhood associations</li> <li>• other federal, state, or local initiatives (e.g., Weed and Seed)</li> <li>• city/county compliance departments</li> <li>• forfeiture programs</li> <li>• truancy programs</li> <li>• private and public foundations</li> <li>• United Way or similar organizations</li> <li>• Urban League</li> <li>• Habitat for Humanity</li> <li>• mayor's office</li> </ul> <p>These partners are often selected in part because of their connection to the crime or populations being targeted, geographic area, presence in the community, their expertise, resources, or unique views and perspectives. Sites have found that often non-traditional partners offer new ways of looking at the problem and strategies that the criminal justice agencies could not do</p>

	<p>alone.</p> <p>The medical community, for instance, may have knowledge about addictionology and how to respond to new drugs that come into communities. Drugs and violence are often connected so medical people need to be part of that front line. In Newark, New Jersey a “clergy academy” was held to orient clergy to various roles and new ways to work on these issues. Clergy bring “values” to the forefront where most of us always focus on keeping things “legal”. It can bring a balance of head and heart. As you know, just changing laws is not always an effective way to get people to change behavior. They have to emotionally want to change.</p>
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Topic	Content
Describe the questions that need to be asked at the beginning of the project.	<p>Sites need to ask:</p> <ul style="list-style-type: none"> <li>• Who is involved now?</li> <li>• Who should be involved?</li> <li>• Do you have the most appropriate people in your partnership based on the target crime you have selected?</li> <li>• Are agency both heads and operations involved? It is important to involve both agency head people and operations, but the focus of SACSI is on operations. Operations needs to be involved early so everyone knows how and why policies and practices are changing and they have input based on direct work with the client base and community.</li> </ul> <p><b><i>Activity: Ask participants for ideas on how to recruit partners, in particular non-traditional partners or those who might need special consideration regarding outreach. If participants have identified a crime/issue to target, brainstorm about identifying unique partners who will help address that crime. (Time: 10 minutes)</i></b></p>

Topic	Content
Discuss how to outreach to recruit partners.	<p>Race, gender, and culture need to be considered in the make-up of your core and working group membership. How do you get communities of color and minority communities to “provide input” and “buy-in” to the project?</p> <p>There are a number of trust issues that must be addressed early that set a foundation for the project. One way to do that is to be sure that community people from the geographic area being focused on are involved. Be sure and diversify your group when making major decisions. Do not start the project until all the people are “at the table” who need to be.</p>
Discuss recruiting participation from a variety of faith-based organizations.	<p>This includes churches, synagogues, temples, and places of worship, as well as agencies that are religious-based. Frequently, the best-known groups or ministers are the ones who are approached. Do not overlook other groups that may not typically be involved in community efforts.</p> <p>The faith-based groups and individuals have played a powerful role in several of the SACSI sites. They have been brokers and linkages to community members who would not have approached the criminal justice system.</p> <p>Here is a video of Rev. William Fails in Winston-Salem. He is inspirational as discusses the importance of clergy getting involved in criminal and social issues and being stewards for the community.</p> <p><b><i>Activity: Show video of Rev. William Fails (Time: 10 minutes)</i></b></p> <p><b><i>Discuss the video when it is finished. (Time: 10 minutes)</i></b></p>

Topic	Content
Discuss the importance of getting agency(s) commitment.	<p>Before getting involved, sites need to ask:</p> <ul style="list-style-type: none"> <li>• What is the commitment of all partner agencies?</li> <li>• What is the commitment of the agency head?</li> <li>• Are they in it for the long-run?</li> <li>• Do you need these commitments in writing? Refer participants to a</li> </ul>

	<p>sample intergovernmental agreement used by Memphis in their materials.</p> <ul style="list-style-type: none"> <li>• What training do you provide members?</li> </ul>
Discuss training new members.	<p>Be aggressive at orienting everyone to SACSI (everyone will have different learning curves) especially when the community is involved. If people are not close to the same place in their baseline of understanding, it can be challenging in the meetings and at the action phases.</p> <p><b><i>Activity: Ask participants what are some ways to orient new members (e.g., police ride-alongs, tour jail, courts, US Attorney's office). (Time: 5 minutes)</i></b></p>

Topic	Content
<b>Characteristics of Successful Partnerships</b>	There are some key lessons the sites have learned about successful partnerships.

Topic	Content
Describe the basic expectations of all partners. The first expectation is to be an active participant.	<p>Partners need to:</p> <p>(1) <i>Be active participants, not passive participants, from the beginning.</i>  The Project Director needs to encourage frank discussions, disagreements and push partners to think critically and in new ways. He or she needs to keep asking, “do we want to do this”? We often know we “can” but we need to know the desire, the passion – there is no room for passivity. This isn’t business as usual.</p>

Topic	Content
Discuss the second expectation of partners.	(2) <i>Know what is expected of them and their commitment.</i>

Topic	Content
Discuss the third expectation of partners.	(3) <i>Regularly attend meetings</i> (and not always send various representatives on their behalf).

Topic	Content
Discuss the fourth expectation of partners.	(4) <i>Have trust among the members.</i> Time will help with trust and opening up (some cities found it took about a 6 months to 1 year for the easing-in period and basic trust and understanding to develop. All sites have said it is an on-going process and really never stops.

Topic	Content
Discuss the fifth expectation of partners.	<p>(5) <i>Work together in true collaboration.</i> Some sites have never done that. Traditionally, there are issues of territoriality in criminal justice and social service communities. But for SACSI to work, those barriers must be removed.</p> <p><b><i>Ask participants for some examples of barriers to collaboration (e.g., leadership problems, turf, lack of group productivity, insufficient funding, disagreement over goals, lack of clear action plan, lack of commitment, federal red tape).</i></b></p>

Topic	Content
Discuss the sixth expectation of partners.	(6) <i>Membership should be from the bottom up and top down – both are needed. Think about this early on since it is hard to un-involve people.</i>

Topic	Content
Discuss the seventh expectation.	(7) <i>Educate and be advocates for their own agencies</i> regarding the purpose and progress of the project. They need to take a leadership role regarding SACSI within their agencies. This builds support operationally. Partners act as ambassadors between SACSI and their agencies.

Topic	Content
Discuss the eighth expectation of partners.	(8) <i>Bring agency concerns and perspectives back to SACSI.</i> Unless the partner speaks up on behalf of his or her own agency, many of these issues will not be known and may surface later in the project when activities are well under way.

Topic	Content
Discuss the ninth expectation of partners.	(9) <i>Share data and information across agencies.</i> Many agencies have not traditionally shared information. Competition and territoriality has been a barrier to collaborative endeavors in the past. This can be a large hurdle for some sites but needs to be resolved for a true, united front and effective program to occur.  Give examples of this in your own city.



Topic	Content
Discuss the tenth expectation of partners.	(10) <i>Re-allocate resources in their own agencies.</i> Part of the commitment is being an active player and that may involve resources. Some resources may be new and others are simply a reallocation of existing monies.

Topic	Content
Discuss the eleventh expectation.	<p>(11) <i>Listen, respond, be flexible and creative.</i></p> <p>Be “open” all the time – drop your usual tendency and need to control. Be dynamic and take time to figure things out. Be willing to “seize opportunities”.</p> <p>Give an example from your own city.</p>

Topic	Content
<b>Characteristics of a Successful Project Director</b>	
Discuss that there are two roles in SACSI that need to be talked about in more detail.	There are two partners, the Project Director and the Researcher, who have unique responsibilities in addition to the ones listed above. We are going to talk about these two roles in more detail.
Discuss the Project Director’s affiliation and background.	The Project Director may be a member of or have a relationship with the local US Attorney’s Office. Some sites have in-house (US Attorney or Assistant US Attorney) coordinators. Others, such as Winston-Salem, have a community member with a public relations and media background. It needs to be a person who can stay abreast of all the issues, interventions and current events. He or she should have a broad perspective and a sound pulse on the community. If the US Attorney’s office is involved, it provides a neutral, powerful convener (initially, which then can be passed on to others). It opens doors and people listen because there is general confidence in the US

	<p>Attorney.</p> <p>Some Project Directors have felt separate or isolated when they are hired for the project. It is important not to have this person be viewed by other staff as now a “separate project”, but rather still a part of the system. Having the Project Director physically located so he/she is a central part of the office is essential in infiltrating the approach into everyday work.</p>
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Topic	Content
Discuss the Project Director’s role in project management.	<p>The Project Director manages and coordinates all parts of the project, including:</p> <ul style="list-style-type: none"> <li>• Setting the agenda for the project and keeping partners on task with agenda and meeting timelines.</li> <li>• Managing the balance between unstructured creativity and giving directions – a common dilemma in leadership.</li> <li>• Keeping the pulse on the project itself – how is it going, results/outcomes.</li> <li>• Handling office logistics and mechanics, even as simple as using email to contact partners, finding meeting rooms, and fielding partner’s requests for information.</li> <li>• Coordinating meetings. Setting the meeting agendas, schedules, organizing meeting logistics and facilitating meetings.</li> <li>• Working with the media (good media presence and savvy).</li> <li>• Organizing interventions and becoming a catalyst to ensure the project is moving ahead as planned.</li> </ul> <p>Managing the human part of the project such as networking and smoothing political rifts. The Project Director needs good people skills, be respected and trusted by peers. The Director serves as a liaison between the different perspectives (lawyer vs. cop vs. researcher, etc.) and needs to be able to speak the different languages/lingo used by the different professions.</p>
Discuss how “team	Refer participants to the “Suggested Reading” list in their materials and the

building” is a part of the project management responsibilities.	<p>book by Arthur Van Gundy, <i>101 Great Games and Activities</i>. This is one of a number of books on how to build a “team” structure and enhance partnerships in a work setting. This might be a useful resource for SACSI sites as they build new collaborative partnerships. (Note: Some individuals may be resistant to these kinds of activities. Select what is best for you and the site. Sometimes the decision-making process itself in getting SACSI up and running can be “team building”. It does not have to be a separate activity.)</p> <p>Explain that throughout this training, we are going to be breaking into small groups and doing activities. In these small groups, participants will be asked to select a real or hypothetical crime problem so that the activity will have a context. Participants can select any problem they find most relevant and useful to them.</p> <p><b><i>Activity: do an exercise here that focuses on team building... something that participants could use with their sites. [discuss this at Oct 4 meeting]</i></b></p>
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Topic	Content
Discuss the Project Director’s role in project accountability.	<p>The Project Director is held accountable for execution of project activities, yet does not “do” all the activities him/herself. Part of his/her job is “capacity building” so that the project will continue if one or two personalities, including the Project Director, leave. There needs to be a “deep bench.” Some examples of how to build a deep bench can be gleaned from Winston-Salem where roles and responsibilities are spread among a variety of agencies and individuals.</p> <p>Related to this is the Project Director’s role in strategic planning. Indianapolis found that the role of “quasi-coordinator” can have challenging aspects related to blurred lines of authority, responsibility and accountability. Having agreed on both broader goals and more specific tasks, the group question was often “who is going to do X and when is it going to happen?” Particularly at the early stages of SACSI, this led to inaction. The way Indianapolis ultimately made progress was to identify specific tasks, identify who was responsible for achieving the tasks, setting timelines, and identifying who would be responsible for reporting back to the working group.</p> <p>In Indianapolis, a round of interviews with working group members revealed the group was becoming impatient with seemingly endless analysis and</p>

	discussion of strategies but little action. They learned that not wasting time on inaction and setting up a strategic planning model was important to do right up front in terms of the Project Director's role and project accountability. This model can take many forms including using an ACCESS data base to generate an ongoing record of goals, objectives, task assignments, and accomplishments.
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Topic	Content
<b>Characteristics of a Successful Research Partner</b>	There are some basic characteristics to examine regarding the researcher role.  We will talk more about research and the role of the researcher in Module 3.

Topic	Content
Discuss the various places researchers are located.	<p>The Project Researcher may be from a:</p> <ul style="list-style-type: none"> <li>• university</li> <li>• private research firm</li> <li>• state administrative agency</li> <li>• in-house police crime analysis unit</li> <li>• National Institute of Justice</li> </ul> <p>This kind of role is a new one for most researchers. Being an integrated partner with specific expertise and objectivity that informs the process is not "typical".</p> <p>It is important to get the researcher on board early in the project and welcomed as an equal, not an auxiliary partner. The researcher must have credibility and trust from other partners and willing to work in a dynamic,</p>

	fluctuating environment.
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Topic	Content
Discuss research management.	<p>The Researcher manages and coordinates all parts of the data and research aspects of the project, including:</p> <ul style="list-style-type: none"> <li>• Helps with problem identification</li> <li>• Provides initial inquiry, poses key questions and moves quickly to informed analysis</li> <li>• Helps facilitate intervention identification (based on data)</li> <li>• Provides on-going analysis and feed information back in stages to inform the decision-making process</li> <li>• Attends meetings (many layers of subgroup meetings too)</li> </ul>
Discuss what a researcher can do for a project.	<p>The data gathered by the researcher can overall inform the process and help sites:</p> <ul style="list-style-type: none"> <li>• document everything and provide useful reports to the “shareholders”(the public) including the media</li> <li>• develop baseline information; profiles, demographics, context</li> <li>• provide a means to test perception on just exactly what the problem is</li> <li>• determine if interventions have changed these factors (e.g., reduction in crime) in the desired way</li> </ul> <p>Data from interviews with community partners in Indianapolis revealed a concern that the lever pulling meetings were too one-sided in the sense of beginning with a strong law enforcement deterrence message and waiting too long to get the community/linkage to service message communicated. This led to a change in the format of the meeting whereby the US Attorney gives a brief introduction followed by a presentation by a neighborhood leader.</p> <p>Data and knowledge can help the project with/both internal and external</p>

	issues.
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Topic	Content
Discuss skills needed by researcher.	<p>(1) <i>Knowledge about the field.</i> Familiarity with the criminal justice system and existing, current data in the field, other relevant studies, literature, best practices, so the learning curve is not so great. Ability to identify/analyze existing data. Understands practitioners, agencies and their problems.</p> <p>(2) <i>Commitment to the project.</i> Willingness to become involved in a different kind of commitment, such as desire to spend time with police and willing to do some field work (such as ride-alongs); interested in applied policy research and have experience in it. The Researcher gets derailed from his/her traditional, tenure track to do this project. In order to commit to this project, his/her institution must value it as well. Willing to collaborate including such things as sharing instruments with other researchers doing SACSI work. Position is dynamic and fluctuates.</p> <p>(3) <i>Ability to communicate and advise.</i> It is helpful if the researcher has good interpersonal skills to communicate, in user-friendly language, with people from a variety of disciplines. He/she should be able to communicate to diverse audiences using non-technical terms and practice good negotiating skills. Researchers need to educate the US Attorneys and others about research tools and research culture.</p> <p>Communicate results (explain theory and how to apply it to the data; help ask the delving questions (raise and interpret issues). It is an on-going, direct and honest process with mutual respect and mutual education. Communicating in this capacity is an accommodation of goals and perspectives. The researcher needs to liven and challenge the discussion – he/she needs to be willing to question the status quo (e.g., police) and challenge policy makers and operational people but do it in a way that does not alienate or appear critical of practitioners.</p> <p>(4) <i>Ability to look creatively at crime problems.</i> Knows how to “unpack” the problem and look at data in new ways such as partitioning</p>

	<p>it into subcomponents (when, where, how, when). At some point, the Researcher may become data-saturated and will also need to be creative, use intuition and basic instincts.</p> <p>The Researcher needs to be open to “hearing” practitioners and be able to produce information in report form that is helpful to them.</p>
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Topic	Content
Discuss Researcher skills – continued.	<p><i>(5) Familiarity with a broad array of research methodologies.</i> The Researcher needs to know about all the options available for research including qualitative and quantitative approaches. He/she needs to understand network analysis, crime mapping, case flow/pipeline/system processing/GIS, time series analysis and understand historical perspective.</p> <p><i>(6) Willingness to work with the unique characteristics of criminal justice data.</i> The Researcher needs to be sensitive to the confidentiality of the information, files and data, and understand the concept and issues surrounding targeting offenders. Willing to work with data (e.g., police stats) that may not be “clean”.</p> <p><i>(7) Ability to meet short timelines.</i> Willing to do “quick analysis” that is practical and actionable, to get the basic information/baseline data to jump-start the project as well as do a more sophisticated analysis. Willing to work within a time frame that may need “rolling releases” of data and analysis. These reports or releases of data need to be in a manageable, readable and useable format.</p> <p><b><i>Activity: Ask participants for comments and input regarding the Researcher’s role. If a Researcher has already been hired, what types of things might need to change in order for there to be a “better fit” with these things that we have just discussed? Encourage participants to think about changes among all partners, not just things the Researcher needs to change. (Time: 8-10 minutes)</i></b></p>

Topic	Content
<b>Organizational Structure</b>  Discuss the importance of planning the structure early.	This includes consideration of the best way to include partners. There is no recipe or cookbook. Sometimes it is trial and error.
Discuss the two-level structure: Core group and Working Group(s).	<p>SACSI is often a two-leveled structure with a “Core Group” (higher-level management, administrators, policy makers, law enforcement/police, US Attorney, District Attorney, researcher, probation and parole) and “Working Group(s)” (community members and direct line staff). Each site calls these groups different things but the concept is basically the same.</p> <p>The important piece is that it is broad based and multi-agency. It is an evolving structure. It can be multi-leveled with some levels having limited tasks and life span, and other levels that are on going.</p>
Discuss the size of the structure.	The size of the core group or working groups is a balancing act. The most important issue is not so much the size but “who” is at the table. If a site starts with a small number of people in a core or working group, it may be easy to move and take actions. It is small and manageable. If a site starts big, decisions and other things may happen more slowly, but there will be more buy-in across the board. Potential conflicts get addressed if there is a diverse group from the start. Sites will have to choose what works best for their own individual needs.
Discuss starting new structures or building on existing ones.	The structure may be built on current structures, such as Portland and Winston-Salem. Portland created working groups from the already existing, multi-disciplinary Public Safety Coordinating Council. Winston-Salem used the Forsyth Futures group as a foundation for their work. Many sites started with a new structure, such as Memphis, Indianapolis, and New Haven.
Discuss how the structure may change over time.	Winston-Salem changed their structure as they moved from planning to implementation. Winston-Salem began with an advisory group with high level people plus some street level people, and three separate planning teams to design the intervention. As they moved into longer-term implementation, they restructured to have an advisory group with only high-level people and an operational group with street level people.
Discuss subcommittees and communication.	Some sites have established subcommittees or special task or working groups. These smaller groups can be an effective way to handle a variety of tasks that face a large group of busy people. Fragmenting tasks and meetings may require some special considerations for the whole group to function and remain as an effective body. It is important to set up a mechanism for the



	subcommittee to communicate with other subcommittees and with the core group.
Discuss handling sensitive or confidential information with partners.	<p>Some sites have found it can be an issue to mix criminal justice and community partners and/or defense attorneys in the same meeting when sensitive or confidential information needs to be discussed. Some criminal justice professionals have been reluctant to have free, open discussions about sensitive issues. Think about issues of privacy, security and confidentiality in the structure. Sometimes creating specific work groups with appropriate membership creates an opportunity to address sensitive information.</p> <p>Sites have found that the mixing of policy and operation people is an important piece. The blurring of roles helped get things done in part because when higher-ups were not able to complete a task or move things along, operations stepped in. It became an action-oriented, results-oriented team approach.</p>

Topic	Content
Discuss how Indianapolis uses a simple organizational structure.	SACSI can be structured in many ways. Here is an example from Indianapolis. There are four basic groups, a Core group, Working Group, Incident Review group and a Community Partner group, that have overlapping membership. It was structured this way to enhance communication and effectiveness while at the same time recognizing that there are specific tasks and expertise that not all partners need to participate in. It was the wisest and more efficient use of people's time while maximizing continuity for the whole overall project and goals.

Topic	Content
Discuss Portland's	Portland, on the other hand, has a much more multi-tasked and multi-layered

more multi-leveled, organizational structure.	organizational structure. SACSI was a logical fit for the already existing Public Safety Coordinating Council (PSCC), a multidisciplinary criminal justice team mandated by law to be in every county in Oregon (36 counties total). Working groups and subcommittees were formed through PSCC to work on SACSI issues. The core group included administrative/policy level people. The Strategic Intervention Team (SIT) was mid-level or direct line staff who developed the strategies.
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Topic	Content
<b>Organizational Logistics</b>  Discuss issues of leadership.	<p>Some sites have found that both a strength and a weakness of SACSI can be around leadership issues. Leadership from multiple sources and at different levels of partner organizations is one of the keys to SACSI success, multi-agency ownership, and long-term, capacity building. Yet, how can this be done while addressing blurred lines of authority/responsibility and the barriers identified earlier?</p> <p>Indianapolis and other sites found that “organic leaders” emerged through the process itself. These are the folks at various levels of the partner organizations who want to do things in new and different ways and who get things done. More problematic are the more “formal” and “traditional” leaders who demonstrate organizational commitment to SACSI, have power, and may or may not empower other folks to get things done.</p>
Discuss who sets the meeting agenda.	<p>Often the Project Director calls other members for input on important agenda items, gathers ideas from others at the end of the previous meeting, and/or includes his/her own ideas based on the overall project goals. SACSI meetings are generally different types of meetings with multiple layers. For example, they might review specific incidents, do broad-based planning, policy-maker briefings, intervention reviews and adjustments, etc.</p> <p>Winston-Salem uses a “Working Group Report Form” to gather information for agenda items. Refer participants to the form in their manuals.</p>
Discuss who leads or facilitates the meetings.	How do you share leadership with members of the team. When and how do they all step up? The Project Director ensures leadership happens but should not be seen as “the leader” in order for collaboration and ownership of the project to occur.
Discuss writing down your plan.	Document your SACSI plan, data, and activities by having it in writing. This provides a record, a living history, and provides a blueprint for all to follow.

Topic	Content
<p>Introduce activity. Discuss how to lead and at the same time, encourage others to take responsibilities.</p>	<p><b>Activity: Have participants break into small groups of 3-4 people, have them think about their current or proposed organizational structure for their SACSI project. Have them answer the following questions for their site.</b></p> <p><b>1. Who are the formal and informal leaders in your jurisdiction and how will you get them “on board”?</b></p> <p><b>2. What mechanisms will you use to keep these leaders aware, committed, and able to make things happen at key junctures?</b></p> <p><b>3. Since many of the partner organizations have hierarchical structures, what are the obstacles that arise in trying to implement SACSI? Is it possible to have leadership at the top, middle, and street level? If so, how?</b></p> <p><b>Summarize by saying that each key partner agency may need a leader and more complex organizations likely need multiple leaders, committed to SACSI and empowered to make things happen.</b></p> <p><b>(Time: 25 minutes)</b></p> <p><b>Reconvene and discuss in full group. (Time: 10 minutes)</b></p>
<p>Discuss timelines.</p>	<p>While it is different for each site, it is easy to get off track quickly without setting some initial time goals. The process (collection of data, designing interventions) logically could lead to “hot house” meetings, but getting there could take months or years without time parameters. Memphis, for example, made a clear decision to take a two-month period to develop interventions in their subcommittees that led to a retreat at the end of the process.</p>
<p>Discuss how often to meet.</p>	<p>Near the beginning of the project, SACSI core and working groups meet frequently. Some sites have 2-3 hour meeting once a month, some meet for an hour every week, and others meet every other week for 1.5 hours. Most sites felt that a short meeting once a month was not enough.</p>
<p>Discuss where</p>	<p>Some cities started out meeting at the US Attorney’s office and later moved</p>

meetings are held.	the meetings out into the neighborhoods, to other partner agencies, or to the university or location where the researcher was housed (since that is a neutral ground, especially for community people).
Introduce Activity.	<p><b><i>Activity: Module 1 and 2 examined the characteristics of SACSI, partnerships, and the organizational structure. As a “jump start” to local efforts, have the participants break into groups of 5-6 people, by site if possible, and have them identify at least 4 likely organizational barriers they will or have encountered in their site. Have the small groups think about how they might overcome the barriers. Have one member of the small group take notes so that they can take the ideas back to their site and incorporate them. (Time: 15 minutes)</i></b></p> <p><b><i>At the end of the 15 minutes, have participants return back to the full group. Ask the small groups to share with the full group, what they identified as barriers and the strategies they determined might be effective.</i></b></p> <p><b><i>Stimulate further discussion and strategies with the following examples of barriers (if they have not already been raised):</i></b></p> <ul style="list-style-type: none"> <li><b><i>(1) Burdens placed on individual people (an add-on to normal activities)</i></b></li> <li><b><i>(2) Desire to plunge into action without “unpacking” the problem</i></b></li> <li><b><i>(3) Blurred lines of authority and responsibility that result in accountability issues</i></b></li> <li><b><i>(4) Communication problems and issues with others outside the core group</i></b></li> <li><b><i>(5) Appropriate role of non-law enforcement partners given case sensitive discussions</i></b></li> <li><b><i>(6) Politics</i></b></li> <li><b><i>(7) The need to prioritize versus fix everything all at once</i></b></li> </ul>

	<b><i>(Time: 15 minutes)</i></b>
Re-cap and do module closure	In this module we discussed the 8 steps to organizing SACSI including the importance of deciding your media strategy. We discussed selecting partners, expectations of partners, the role of the Project Director, the role of the Researcher, organizational structure and logistics. There are many details to consider, but having a solid structure in place is critical to ensuring the success of a truly collaborative endeavor.

# **Lesson Plan:**

## **Module 3**

## Module 3 Lesson Plan

Time: 2 hours, 45 minutes

Topic	Content
<b>Module 3: Having Research and Data Guide Your Project</b>	<p>We are now going to examine a key component of SACSI – having research, data and knowledge guide your efforts.</p> <p>“Listen to the data. If you don’t like what it is saying, listen even harder”</p> <p>Janet Reno, US Attorney General Washington, D.C. October 2000</p>

Topic	Content
<b>Research at the Core of SACSI</b>  Discuss how research came to be the core of SACSI.	<p>US Attorneys were not being as strategic in their approaches as they could be and often worked in isolation, not collaborating with other criminal justice professionals in their local areas.</p> <p>At the same time, researchers were working with law enforcement regarding strategic planning and effective interventions. Agencies were asking, are we targeting and measuring what matters? If we don’t measure what matters, we are left vulnerable, resources are wasted, and more prone to knee-jerk reactions, often politically motivated. Additionally, information and reports were emerging about Boston and their inclusion of research in their successful crime reduction endeavor.</p> <p>The timing was good to combine the strengths of these three circumstances. NIJ felt that research offered objective documentation and causal linkages and could be uniquely structured within a federal and local framework.</p>

Discuss the two levels of research.	<p>1. National Assessment Team – they are a resource to the researchers at the sites to give advice as to what the local sites might do to strengthen assessment plans, design issues such as causal factors, and facilitate the research components (provide feedback, but won't do the research for them).</p> <p>2. Locally collect data and conduct evaluation/outcome measures.</p>
Discuss “data”, “information” and “knowledge”.	<p>Sometimes we limit ourselves when we talk about “research”. That is, we think the only way to learn about a problem is to look at the “data”. However, we really need to look more broadly. A problem can be researched by gathering “data” in quantifiable units (numbers, incidents, arrests, shots fired, etc.), or by looking at “knowledge” and “information” about something (assumptions, gut feelings of practitioners, experience, history, “word on the street”). All of these forms of information gathering can be important in gleaning a rich picture of the problem.</p> <p>Do not limit yourself to just crime data to get the true, comprehensive picture of the problem. Look at what data exists now and can be gathered plus what new data is needed. The data and results need to be real. It is important to constantly look at the data to determine whether the outcomes are “beneficial” vs. “artificial”.</p>
Discuss “random crimes”.	<p>One thing that will become apparent is that there is rarely such a thing as random crimes. In almost every analysis, connections and patterns will emerge, even when they are not apparent initially. Do not stop the analysis process because of those who say, “the crimes were random”.</p>

Topic	Content
<p><b>Working closely with a research partner</b></p> <p>Discuss the challenges of integrating research into a criminal justice community.</p>	<p>Sometimes there are sensitive issues and “politics” when hiring a non-criminal justice/outside person. There may be skepticism and cynicism among the partners. The site has to want the research piece of the project, see it as valuable, and not have it be an imposed model. The research component and the research partner need to be on equal footing with the other partners and fully integrated, not viewed as an “add-on”. Some sites have found initially referring to the researcher as a “problem solver” helped reassure those who</p>



	<p>had not been open to an “academic” being involved in the process.</p> <p>Some criminal justice practitioners have a dim view or have had negative experiences with researchers in the past. It is important to discuss in the full group specific issues that could create friction or barriers so that they will not hinder or negatively influence the work on SACSI.</p>
Discuss the advantages of working with a research partner.	<p>A research partner can be like a “neutral, objective audit”. His/her role adds validity, credibility and expertise. It offers a new set of eyes and a new perspective when looking at a problem. The researcher helps ask the right research questions and ensure the data/research informs the intervention. A researcher should also fold ethics and integrity into problem solving.</p> <p>It also establishes a relationship with the researcher as well as his/her agency or university that may not have existed before and paves the way for future endeavors.</p> <p>Refer participants to their materials and the letter from the US Attorney in Memphis to the University of Memphis.</p>
Discuss establishing short-term and long-term goals.	<p>It is important to think about data and outcomes including good documentation early in the project. SACSI partners need to identify what needs to be collected in terms of short-term data (fast track, intermediate impact, feedback/assessment data) and long-term data (two years and beyond). This project is ripe for quick tangible results that build for the long run. In other words, the project’s short-term gains further long-term goals.</p> <p>Leaders and partners need to have the courage to “hang in there” and be patient because the long-term data and rewards are often not immediate. Short-term goals (or “interim indicators”) can be an important part of your strategy to determine if you are making progress and continuing down the right path... rather than waiting two years to find out an adjustment should have been made earlier along the way.</p> <p>Winston-Salem has started showing a decrease in juvenile arrests, incidents of violent crimes, and use of firearms in target areas. These are short-term goals and are encouraging. However, it will be longer before results for mentoring programs and school-based strategies are known. Certain “types” of strategies and interventions are more conducive than others to seeing short-term results.</p>
Discuss developing research questions.	<p>Develop research questions that start with assumptions (e.g., “we assume most drug overdoses involve heroin based on what officers and emergency room staff have seen...”) then develop questions around the questions. In Memphis they targeted rape, then asked, what were the contexts where rapes occurred? It is important to note that assumptions may not always be correct or only partially correct. Research will be able to prove, disprove, or enhance assumptions and theories.</p>
Discuss how data	<p>Data can help explain what things (or variables) made an impact on the target</p>

clarifies causal relationships and why change has occurred.	<p>crime in a positive or negative way. Could something else explain the outcome or change (other interventions or dynamics)? Were there other things going on at the times (changes in laws, snow storms, other anti-crime efforts, etc.).</p> <p>Clarity can come in many ways. In Boston, the street level people learned from the community different information than what the criminal justice system thought was the community's perception. There were mixed messages and a disconnect between practice and perception. The message from the criminal justice system was a "tough on crime" stance, yet the community did not hear it in the same way, in fact, they laughed at criminal justice efforts. The folklore and belief system on the street was that the criminal justice system "made up" how it worked as it went along – the offenders were pulling the levers. Line staff asked people on the street, "What is different now since Project Ceasefire was implemented?" They said the system was more of a unified force and that they were serious and taking action. Now, the message and practice was consistent from law enforcement to people on the street. It was making a difference.</p>
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Topic	Content
<p><b>General Considerations when Collecting Data</b></p> <p>Discuss deciding how to collect data.</p>	<p>When making the decision about the research design be sure the full core group or working group is included in the discussion and not just the researcher. This is often when individuals and agencies make a commitment to help facilitate the data collection process by eliminating barriers (such as access issues) and sharing information.</p> <p>What the research team does depends on the nature and quality of the existing data and the capacity of the local criminal justice system to analyze and understand it. What is needed in one site may not be needed in another. Even the same site can vary over time.</p> <p>For instance, 20 years ago, Oregon had cut its "intellectual function" (i.e., research capacity) to virtually nothing in the face of a sinking economy. It has now rebuilt this function and it is now better than it has ever been. What a researcher and partners would do on a SACS-like project 20 years ago and</p>

	<p>today would be very different.</p> <p>Other general considerations regarding research include how will the information/data be shared? How stored? Where stored? Access issues? Who updates?</p>
Discuss some general rules regarding research design.	<p>Keep research design practical yet meaningful, creative yet doable.</p> <p>Focus your data collection efforts and do not splinter resources. Reassessing and prioritizing is a constant endeavor in effective data collection efforts.</p>

Topic	Content
Discuss various methodologies for collecting data.	<p>The researcher should help in selecting a methodology most appropriate to your research question. Methodologies can include focus groups, incident reviews, school data, offender surveys and interviews, community surveys, ATF tracing data, trauma/medical data, ADAM, mapped gang conflicts (like David Kennedy talking to gangs, neighbors), key informant interviews, ethnographic interviews.</p> <p>Some sites may choose a variety of methodologies. The researcher can help lead the discussion to determine, based on the identified issue, which approach would be the best.</p> <p>It is important to ask, “What is it that we are wanting to explain or understand? What question are we trying to answer?” “Are we asking the right questions in the right way?”</p> <p>The research partner has the expertise to help with that question.</p>
<b>Optional:</b> Describe quantitative research methodologies if participants want more information on this.	<p>There are two basic categories of research methodologies:</p> <ul style="list-style-type: none"> <li>(1) qualitative</li> <li>(2) quantitative</li> </ul> <p>Quantitative research is perhaps the most commonly used research method in criminal justice settings although that is changing. It generally involves tabulating and analyzing standard units of a social action. For example, this research approach might measure the number of calls to 911, number of gang-</p>

	<p>related homicides, or number of successful prosecutions. The units are finite, tangible, and therefore, “quantifiable”. Cross tabulations can be made by adding more variables of other quantifiable units, such as number of 911 calls, on Saturday nights, between 9:00 – 10:00 pm, made by females, and regarding domestic disputes.</p> <p>Examples of quantitative methods include community surveys (i.e., with multiple choice questions), school data (i.e., drop-out rates), number of gun licenses, and demographic crime data.</p>
<p><b>Optional:</b> Describe qualitative research methodologies if participants want more information on this.</p>	<p>Qualitative research often begins by constructing a framework around a social action or issue and designing a way to produce and gather information in a meaningful and significant way. It is not limited by set answers and responses, and can therefore produce richer, more creative data. It is a good way to get opinions and idea generation.</p> <p>Qualitative methods often involve an interaction or observation of an interaction. A researcher may take notes, make counts, examine documents, ask open-ended questions, observe behaviors while riding in a police car, make videos or tape record actions, or “hang around” and keep his/her eyes open. They then take the products of these actions and organize, tabulate, graph, summarize, transcribe and code them. The data forms into a standardized notation system.</p> <p>Examples of qualitative methods include conducting focus groups, interviewing key informants, observing behaviors in neighborhoods, on street corners or schools, documenting comments made at offender meetings, etc. It generally does not measure frequency but rather generates patterns and ideas as to causes and solutions.</p>
<p>Human subjects issues.</p>	<p>Refer participants to the handout in their materials on “Human Subjects”. This is a sample policy or guiding principle that agencies may wish to adopt when doing research. It is important to think about the “human” impact of your research before undertaking the endeavor. This is especially true if you are working with sensitive topics or with crime victims where deep, emotional trauma has occurred.</p> <p>Developing a plan to respond to a research subject’s emotional reactions (such as Post Traumatic Stress Disorder) is important and the ethical thing to do. You may wish to partner with a counseling group who is available on the spot where the data is collected (i.e., in an adjoining room). Data gatherers should be trained on how to respond to distraught subjects and all subjects should be informed as to the availability of assistance.</p> <p>The important thing to remember about the human subjects issue is that it can take weeks or months for the research institution (e.g., university) to approve the research proposal and that it meets the human subjects standards. Often,</p>

	the research cannot proceed until this is approved.
Discuss computer capabilities and software options.	<p>Research, data and computers go together. Sites need to think through software options (data base, spread sheets, GIS, crime mapping).</p> <ul style="list-style-type: none"> <li>• What resources do you have already?</li> <li>• Who has it?</li> <li>• How do they use it?</li> <li>• Who else can use it (format, access and security)?</li> </ul> <p>Many agencies have mapping capabilities but they do not talk to each other. It is important not to use lack of software or incompatibility of software as an excuse not to proceed with the project.</p> <p>For more information on crime mapping, refer participants to: Crime Mapping Research Center, National Institute of Justice, 810 Seventh Street, N.W., Washington, DC 20531, (202) 616-7036.</p> <p><b><i>Activity: Ask participants to talk about computer related issues and concerns. (Time: 5-10 minutes)</i></b></p> <p>Refer participants to their materials for a sample intergovernmental agreement regarding sharing data from Memphis.</p>

Topic	Content
<p><b>How the 5 Original SACSI sites collected data.</b></p> <p>Discuss the individual sites and how they collected data.</p>	<p>All of the original five SACSI sites used incident reviews and most used Geographic Information Systems (GIS). GIS included mapping out criminal incidents and related factors (i.e., offender residences, bars, schools, gun shows) on the computer by geographic location and looking at patterns and trends. This revealed connections and relationships that were helpful in developing targeted prevention and intervention strategies.</p>

Topic	Content
Discuss Indianapolis' data collection.	<b>Indianapolis</b> – Used incident reviews, GIS, trend analysis, offender interviews. The review of formal records revealed that homicide victims and suspects had extensive criminal histories and could be characterized as chronic violent offenders. The case review revealed that these chronic offenders were typically involved in either gangs or networks of offenders. This suggested that the strategies should focus on influencing groups of offenders rather than simply focusing on arresting and prosecuting these chronic offenders as individuals.

Topic	Content
Discuss Winston-Salem's data collection.	<p><b>Winston-Salem</b> – Used incident reviews, GIS, focus groups (community, professionals), stakeholder/key informant interviews. They targeted youth violence but they did not realize until they did their incident reviews that older people were involving younger kids in crime. It was a big factor and pattern that emerged that would have been missed without the kind of data collection they undertook. They also began focusing on four geographic neighborhoods.</p> <p>For adults and youth, 140 juveniles (less than 1% of the city's juvenile population) were responsible for all violence in 1998. 23% were repeat offenders. More than half were under probation supervision. The rest had frequent contact with police. 25% of violent incidents involved juveniles with older adults.</p>

Topic	Content
Discuss Memphis' data collection.	<b>Memphis</b> – Used incident reviews, GIS, case processing and case attrition analysis, and victim interviews. Research directed them to look at victim strategies; specifically, they needed to help victims stay in the system so they can successfully prosecute the sex offenders.

Topic	Content
Discuss New Haven's data collection.	<b>New Haven</b> – Used case file and incident reviews, GIS, offender surveys, fear of crime survey and focus groups. They were targeting gun violence but found through their research that the fear of these crimes was great and in fact, was disproportionate to the actual number of incidents. Public safety and community feelings of security became integrated into their efforts.

Topic	Content
Discuss Portland's data collection.	<p><b>Portland</b> – Used incident reviews, offender interviews, offender surveys, practitioner surveys and gun flow data to determine the nature and extent of the youth gun violence problem and the characteristics. Additionally, the information was used to fill in the gaps in existing (mostly agency) databases.</p> <p>Other research focused on identifying the extent and cause of minority over-representation in the local criminal justice system and decision points where remedies could be implemented to reduce over-representation. The Research Team is evaluated the outcomes of strategies especially the deterrent effect of Portland's "carrot and stick" approach through its lever-pulling "Stop the Violence" meetings and follow-up efforts to deliver educational and vocational services to offenders. An assessment of "Project Re-entry" (a transition program from prison to community for targeted serious offenders) was also done.</p> <p>Refer participants to their manuals for lists and articles on various data gathering methods and interventions. Also refer participants to the incident review coding sheets in their participant materials.</p> <p>We need to get into these issues "vertically" (not horizontally). We need to dig deeper and keep asking questions like a three year old. Ask "why" after each statement.</p> <p><b>Activity: Break into small groups of 4-5 people. Discuss a real or hypothetical target crime. On one side of a piece of paper, list the research questions you want answered, on the other side, identify a research method to help answer that question. Discuss why, or</b></p>

	<p><i>why not, this method is appropriate. (Time: 20 minutes)</i></p> <p><i>Discuss in full group. (Time: 10 minutes)</i></p>
Re-cap and do module closure.	In this module, we discussed how research and data can and should guide your SACSI efforts. We discussed the importance of working closely with a research partner and collecting data.



# **Lesson Plan:**

## **Module 4**

# Module 4 Lesson Plan

Time: 4 hours, 15 minutes

Topic	Content
<b>Module 4: Designing and Implementing Intervention Strategies - Moving from Research to Action</b>	In Module 4, we will be talking about designing and implementing intervention strategies. But before we do that, let's review where we are and what was covered in Modules 1-3.

Topic	Content
<b>Introduction and Transition to the Next Three Modules.</b>  Review key information from Modules 1-3.	<p>In Modules 1-3, we covered a number of topics:</p> <ol style="list-style-type: none"><li>1. Overview and History of SACSI</li><li>2. Partnerships (selecting partners, job descriptions for partners), organizational structure, and organizational logistics.</li><li>3. Having Research and Data Guide your Project. Why this is important, how it can be done (gathering information) and the research methodologies.</li></ol>

	<b><i>Activity: Answer questions people have from Modules 1-3 that need to be addressed (address at this time or write on an easel pad and address the questions later in the curriculum). (Time: 10-15 minutes)</i></b>
Review agenda for Modules 4-6.	<p>State that after looking at the data and deciding what to target, the next step is to design an intervention, based on the data. In other words, decide what intervention or interventions will be the most appropriate. The next 3 modules will cover:</p> <ul style="list-style-type: none"> <li>• Designing and Implementing Intervention Strategies – Moving from Research to Action</li> <li>• Sustaining SACSI – Both the Process and the People</li> <li>• Resources Available to the Sites</li> </ul>

Topic	Content
<b>General Considerations</b>  <p>Discuss the time commitment needed to get an intervention (or set of interventions) successfully off the ground.</p>	<p>Memphis found that during the implementation phase, they spent time on “shuttle diplomacy”, that is, face-to-face meetings and appointments that were necessary with management and line staff. Getting an intervention underway involves nurturing people and continual communication with the intervention agencies.</p> <p>Throughout the process, partners need to keep asking, “is this intervention based on the research”? Everyone needs to be committed to the strategy being data-driven. This reigning in is a different process for many. Winston-Salem found some of their partners were impatient to “get going”.</p>
<p>Discuss the importance of new sites choosing their own interventions and being creative.</p>	<p>Emphasize the importance of being creative with street and line people, not just with upper management. That is often where the creativity comes from. Committees with the “usual cast of characters” and upper management often do not get you anywhere new. Baltimore, for example, let new leadership emerge and take ownership. Creativity is taking a simple idea and applying it to where you live. Think big.</p>

	An important question to ask, is “how and when do you phase in multiple interventions”? Is there a logic or time sensitivity to how it is done so that it does not negatively impact other interventions or the ability of the researcher to evaluate the intervention’s effectiveness.
Discuss how to combine resources with other groups to enhance SACSI efforts.	Think about using an “integrated outreach” such as Portland did – with their Youth Block Grant money, they helped link their needs with social services to enhance the overall impact or Winston-Salem did with their Safe Schools grant project.
Discuss how to handle racial and cultural issues.	It is important to think through how certain segments of the community will respond to the intervention. For instance, in some sites, communities of color felt targeted. If the intervention is designed by a partnership that is inclusive, many issues will be discussed ahead of time and problems avoided. It is important when racial and cultural issues arise to listen, explain the SACSI goals, discuss possible solutions, and not be defensive. Joining with other relevant groups can help address issues as well. Winston-Salem worked with a minister and a recreation director who did not have political agendas but had community clout to help reach certain segments of the community and talk through many of these issues.

Topic	Content
Discuss the concept of a “hothouse” environment.	<p>A “hothouse” is a time or place that is conducive and supportive of growing new, creative ideas. It is a time to think innovatively together, build strong partnerships, clarify goals, and to think in ways not traditionally supported by the status quo. A hothouse environment allows participants to think about old problems in new ways.</p> <p>Some sites have structured hothouse environments in every meeting they hold. Others have used one or two-day retreats away from the office setting. Memphis used an outside facilitator to help at a retreat. Portland and Winston-Salem held retreats to spend time brainstorming and to develop strong work groups. All five sites have used a “hot house” to move them into their strategic intervention phase. These sites, as well as Boston, found it to be an important component of SACSI.</p> <p>A hothouse environment is innovative and invigorating. Some people, however, may get too excited or too innovative which can be threatening politically to the “old guard”. Because of this, some sites found that a junior</p>

	and senior person should not be on the same working group since it can inhibit and stifle creativity.
<b>Designing Interventions</b>  Discuss designing intervention options.	<p>You will never be able to do all the things the data said you should, so you have to prioritize. You could measure 30 things but you cannot address all of them. What is the most feasible? What one thing might be a good “proxy” for other things as well? “Keep your eyes on the prize” ... keep focused on the goal.</p> <p>Remember to frequently revisit your goals, the problem, and the data. Some sites found it helpful to have the data print-outs, charts, etc. in front of them at every meeting. The data was taped to the walls on charts or in paper form in the center of the meeting table. This avoided discussions getting derailed, individuals promoting “pet projects”, and ideas getting away from the research. Being a data-driven project takes out the complicated social issues involved in communities by not doing things based on somebody’s “hunch” or “good guess”, their “power and standing in the community”. The data drives everything.</p> <p><b><i>Activity: Ask participants to share some of the things they have observed from looking at the data.</i></b></p> <p>David Kennedy, Harvard University, has developed a list of questions for sites to use when designing their intervention strategies. They include:</p>

Topic	Content
Discuss questions to ask when designing interventions and give examples.	<ol style="list-style-type: none"> <li>1. How long will it take for an impact? When does it start? (Example:</li> <li>2. How large an impact? (Example:</li> <li>3. Is it within reach? Is it do-able? (Example:</li> <li>4. Do the group and community want to do it? Should we do it? (Example:</li> </ol>

	<p>5. Other costs? (Indirect effects, financial costs, cultural, political costs, etc.) (Example:</p> <p>6. Does it reach the right people? (Example:</p> <p>7. Does the data support it? (Example:</p> <p>8. Is it measurable? How do we measure it? (Example:</p> <p>9. What do you do with long-term solutions? (Example:</p> <p>10. When do you go public? (Example:</p>
Discuss several ways to use these questions when designing interventions.	<p>Both Portland and Memphis have found ways to incorporate these questions into their decision making process.</p> <p>Portland has made wallet-size laminated cards for SACSI partners to carry with them.</p> <p>Memphis has developed worksheets for their working groups to use when they address issues and problems. A copy of the worksheet is in the participant's materials.</p> <p><b><i>Activity: Do a "real time" hot house exercise. Using an actual problem from the local site, have people generate a list of several possible interventions and write them on the easel and pad. Apply these questions to each intervention. The activity is designed to help with the prioritizing and refining of the process. (Time: 20 minutes)</i></b></p>

Topic	Content
Discuss the Logic Model.	<p>Discuss using a “logic model” to plan out the project, interventions, impact of interventions, etc. It can be done at different levels such as when data is collected and when interventions are being designed and developed.</p> <p>The logic model is a blue print or road map with key collection, impact and evaluation points. Logic models are made up of the activities and outcomes of an intervention. It basically says, “if you do x, y will happen” in a linear, flow chart fashion. Logic models are helpful to show the media too... so they “see” the plan.</p> <p>Develop a logic model by “working backwards”, that is, write down your goal at the end and what steps will it take to get there, measuring along the way. Keep backing up the “causal chain”.</p> <p>On the easel pad, draw out a logic model table and walk people through the model with a hypothetical crime example. Get ideas for the model from the participants. State that some people have used the “SARA” model that has some similarities in that it is a linear, step-by-step approach. The logic model, however, incorporates more steps, more variables, and is a more detailed roadmap. Note: the logic model helps visually depict how the research is tied into the intervention that is tied into the outcome. This should be driving everything.</p> <p><b><i>Activity: Ask participants if they have used a logic model before. How was it used? How effective was it? What was helpful and what was challenging?</i></b></p> <p><b><i>Optional: Have participants break into small groups of 4-5 people. Based on real crime incidents or hypothetical situations, have them plot out the basics of a logic model. Have the instructors walk around and give input to the groups (time: 25 minutes). Reconvene and debrief in the full group. (Time: 10 minutes)</i></b></p>

Topic	Content
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<p><b>Implementing the Intervention</b></p> <p>Discuss developing a strategy with measurable goals and objectives.</p>	<p>Now that we have identified the problem, data needed, method of data collection, analyzed data, designed an intervention based on the data, and have put information into a logic model, we need to develop a way of measuring what we are doing. We need measurable goals and objectives for each intervention, or several measurements within one intervention. We need to ask:</p> <ul style="list-style-type: none"> <li>• How will we know the interventions are working?</li> <li>• How will we set up short-term and long-term measurements?</li> <li>• How will we get feedback?</li> <li>• How will we know when to make adjustments?</li> <li>• Who decides?</li> </ul> <p>This process requires discipline and focus. It is resisting the temptation to go do something; to rush without thinking through these questions carefully.</p> <p><b><i>Activity: Ask participants to identify some of the barriers to “measuring” the success of the intervention? List those barriers on the easel and pad. (Time: 10 minutes)</i></b></p>
<p>Discuss ensuring data is informing the strategies along the way.</p>	<p>Discuss the importance of being cautious in the research to action stage. There needs to be constant vigilance, tweaking and follow-through. It is not always a clear, linear path. Each site needs to decide how to measure “success” and what outcomes do and do not tell us. Discuss that the intervention often has a “rolling start” so it is hard to measure impact. Follow the logic model that was developed earlier and visit it often. Feedback and tracking activities are key to the success of SACSI.</p> <p><b><i>Activity: Ask participants for ideas on how to be vigilant. How do you ensure your data is informing your strategies along the way? (Time: 10 minutes)</i></b></p>
<p>Discuss the importance of having the Project Researcher help subcommittees design different methodologies for measuring the intervention.</p>	<p>At retreats or in other planning sessions, have a researcher assigned to participate in each working group.</p>
<p><b>Examples of</b></p>	



<p><b>Interventions</b></p> <p>Discuss intervention strategies.</p>	<p>Describe the slide and how some strategies or interventions are “sticks” (punitive, threat or punishment oriented, individual makes changes by <i>not doing</i> a negative behavior) and some are “carrots” (pro-active, reward oriented, individual makes changes by <i>doing</i> a positive behavior).</p> <p>We are going to be talking about several interventions that sites have tried. This isn’t a “laundry list” that you can just take as-is and try at home. Rather, each intervention strategy was based on research in that local site. There was a link between problem analysis on one side and intervention on that other. That is what makes SACSI unique.</p> <p>For instance in Indianapolis, the problem analysis revealed many homicide victims and suspects were convicted felons using firearms. The intervention used Alcohol, Tobacco and Firearms (ATF) as the project lead to identify straw purchasers and to identify associates to bring into “Lever Pulling Meetings” (which we will talk about in a moment).</p> <p>The direct research linkage for Winston-Salem was that their problem analysis revealed older offenders utilizing youth in criminal activities. The resulting strategy intervention was holding warning meetings with adult offenders.</p>
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Topic	Content
<p>Discuss “Smart Prosecution”.</p>	<p><b>“Smart Prosecution”</b> is making the decision whom to prosecute in a new way. It is using a different standard to decide which cases to take to court and using a full range of legal options to charge the individual. With “Smart Prosecution”, a case is evaluated on whether removing that individual from the street would have the biggest impact on the targeted crime problem, not if it is the most serious offense. It is targeting a particular type of crime (e.g., all gun related offenses), and using whatever means it takes to prosecute that person (whether it is a federal or state charge). Some cases that might have seemed minor before are now viewed as pivotal to achieving SACSI goals and are prosecuted. This is a “stick” strategy.</p> <p>Sometimes a “team” is used to determine how to proceed with these cases. Portland has a strategic charging decisions team (a US Attorney using</p>

	<p>strategic charging decisions with the District Attorney, a state/federal link).</p> <p>New Haven reviews every gun case, screens for federal prosecution, determines which cases have the most impact on community safety, and determine whether to pursue a federal or state charge.</p> <p>Indianapolis also does joint screening of cases, determines the best approach that would have the biggest impact. The joint screening team determines whom to charge and how to do it smartly.</p> <p><i>Link to data:</i> this intervention is linked to the data in that the prosecutors refer to the crime data and determine the accused person's connection to and impact upon the targeted crime. Some prosecutor's offices have developed specific computer programs that provide useful information to these strategic charging teams so that their decisions are informed and powerful.</p>
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Topic	Content
Discuss "The List".	<p><b>"The List"</b> is a confidential list of offenders who have been identified, through analysis of SACSI data, as having a significant impact on the targeted crime. These people are repeat offenders, multiple related violations, or are pivotal to the crime picture in a particular geographic area. It is often a small number of people making the most trouble and using the most resources.</p> <p>The "List" could be a data source as well as an intervention.</p> <p>The "List" is used for intelligence only (i.e., not for public housing qualifications). For example, some of the people are contacted to attend offender notification meetings. The threat of having their name on the list can be a "stick" or hammer in offender meetings, a deterrent, or a way to get the word on the street that the troublemakers are being watched and action will be taken seriously. It becomes an enforcement tool and strategy.</p> <p>Another use of the list is focused/strategic enforcement. One area had a police sergeant in each district identify 10-20 people in their area who could meet weekly to help track people on the list. The group included parole and probation, police, ATF, US Attorney and others. People on the "List" were being targeted and picked up for even minor violations and offenses.</p>

	<p>There may be legal issues regarding this focused approach so you might want to consider having an defense attorney or a representative(s) from the defense bar on your working group to guide the process (Portland did this). Indianapolis created a list of the most chronic, violent offenders in the city known as “VIPER”. The list was provided to police officers electronically so an identifying “hit” would flash on the officer’s mobile terminal. This was considered an officer safety accomplishment and resulted in officer “buy-in” early in the SACSI process.</p> <p>The VIPER list became useful in a strategic sense later on in the process when the SACSI team began to think about the group connections of these chronic offenders. This led to strategies to influence these groups rather than merely thinking about arrest and prosecution of these chronic offenders on an individual basis.</p> <p>The list is not static but rather involves dynamic identification of those associated with violence followed by strategic interventions. Having identified individuals through the data (both formal records and street-level knowledge) as to those most likely involved in violence, the different cities employed a variety of strategies to intervene.</p> <p><i>Link to data:</i> the “List” was developed directly from a criminal database, coupled with information and knowledge from key informants (people in the field). The people on the “List” were directly connected to the identified SACSI crimes.</p>
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Topic	Content
Discuss “Lever-Pulling Offender Notification Meetings”.	<p><b>“Lever-pulling Offender Notification Meetings”</b> is an intervention strategy that is part “stick” (“we are tired of your behavior and it isn’t going to be tolerated any more”) and part “carrot” (“what do you need to get your life turned around?”, we’ll connect you to the right people, places and resources). These meetings, also known as offender notification sessions, are based on the data that shows a small percentage of people are committing the majority of the crime. These are the people on which the resources and energy should be targeted.</p> <p>Refer participants to the sample flyers, letters to offenders, and other</p>

	<p>materials from these offender meetings.</p> <p>Some sites used poster boards with pictures of people who have been caught and their punishment. Boston used Freddie Cardoza and an example of their new approach to the crime problem. Freddie was arrested and used as one key prosecution to influence youth gangs. His name appeared on posters and at the lever pulling sessions.</p> <p>Indianapolis and Winston-Salem used a “carrot” approach at their offender meetings. “You are here at this meeting for a reason, but from here on out, <i>you</i> have a choice... here are the alternatives... (options and opportunities are explained to offenders). Like Boston, Indianapolis used some key arrests in Brightwood as examples and a vehicle to say, “this is what happens to groups that stay involved in violence”. Indianapolis also used posters with homicide victims’ pictures and suspects’ pictures at lever-pulling sessions, some pictures included people who had previously attended meetings.</p> <p><i>Link to data:</i> The people who where invited to the Offender Notification Meetings were identified through a criminal database, coupled with information and knowledge from key informants (people in the field). The people at the meetings were directly connected to the identified SACSI crimes.</p> <p>What do you do when you run out of levers? Go to non-offenders in the schools, park and recreation programs, basketball leagues, etc.</p> <p><b><i>Activity: Show video from Winston-Salem of an actual offender notification meeting. The full length is 60 minutes but play only about 25 minutes. Show the first 8-10 minutes, then fast forward to the law enforcement section of the meeting (around the 22 minute mark) and play that for about 15 minutes. (Time: 25 minutes)</i></b></p>
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Topic	Content
Discuss “Night Light” and “Operation Reach”.	<b>“Night Light”</b> is an intervention strategy used by Boston and Indianapolis. Parole and probation officers teamed with police for unannounced visits in hot spots and to probationers/parolees associated with groups involved in violence. This strategy reinforced the notion that the criminal justice

	<p>community was united and serious about ensuring the targeted offenders were not committing more offenses. Memphis did a variation of this strategy as well.</p> <p><b>“Operation Reach”</b>, similar to Night Light, is used by Winston-Salem. Teams of ministers, police and parole/probation went to homes of identified offenders on the list. They met with the offender, the offender’s family and peers and let them know that the criminal justice system was watching. The outreach people made a visible presence in the community and “take the message” of non-violence to the neighborhood hot spots. Winston-Salem has resource information and contact sheets for services that they give offenders and others close to them. Both Night Light and Operation Reach are part “stick” and part “carrot” approaches.</p> <p><i>Link to data:</i> the people who received unannounced visits were identified through criminal databases, coupled with information and knowledge from key informants (people in the field). The people who received the visits were directly connected to the identified SACSI crimes.</p> <p><b><i>Activity: Show the TV news story video from Winston-Salem on Operation Outreach. (Time: 4 minutes)</i></b></p>
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Topic	Content
Discuss other interventions sites have implemented.	Refer participants to their materials for more information on these interventions.

Topic	Content
Discuss how feedback loops work.	A feedback loop can have both formal (impact evaluations) and informal evaluations. Formal feedback might include structured follow-up phone calls; informal feedback might include debriefing lever-pulling sessions in the hallway with offenders. Researchers can help with setting up the feedback

	<p>loop. It will take the full group of partners, however, to be willing to change midcourse if the feedback says a change is needed.</p> <p>The researcher puts the information into a construct of theories and best practices so that the information gathering is put in context – this will feed and direct the interventions. It also sets up a information loop.</p> <p>Researchers should be constantly monitoring the data. It should be considered “living and breathing”. If there is an anomaly (a blip or spike in the data), the researcher’s role is to call attention to it and take a look. Researchers should help explain the context of the spike (e.g., numbers are small, so one incident could “look” bad so it may not be necessary to over-react) to the core group and other partners.</p>
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Topic	Content
Discuss how to “tell the story” and give your strategies a “face”.	<p>As a marketing strategy, discuss how talking about real cases is a powerful way to make a point (e.g., in Boston they talked about the Freddie Cardoza arrest and conviction as an example).</p> <p>First, you need to decide:</p> <ul style="list-style-type: none"> <li>• What is the story?</li> <li>• Who is the audience?</li> <li>• How do you tell the story? (face to face, tv, community meetings, through others, etc.)</li> <li>• Who is the best person to tell the story (other gang member, minister, cop, etc.)?</li> </ul> <p>For example, Winston-Salem uses faces and first names of kids in their presentations. They talk about their extensive records and contrast this with information on the individual’s progress.</p> <p><b><i>Activity: Ask participants for examples of stories from their sites. (Time: 5-10 minutes)</i></b></p>
Re-cap and do module	In this module, we discussed looking at the data, determining our primary

closure.	focus, and designing an intervention(s) based on the data. We then moved to implementing the interventions and looked at the five original sites and their innovative efforts. We emphasized the importance of using a logic model and being patient not to “rush” into an intervention that looks good but might not be the best strategy for our city. Lastly, we discussed the importance of having data/information feedback loops so that the strategies may be continually adjusted based on the information – to maximize the responsiveness and effectiveness.
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# **Lesson Plan: Module 5**



# Module 5 Lesson Plan

Time: 30 minutes

Topic	Content
<b>Module 5: Sustaining SACSI</b>  Discuss how to sustain the SACSI effort, momentum and longevity.	Explain that there are two types of sustaining:  (1) Human Sustainment (keeping people energized, engaged, and motivated);  (2) Process Sustainment (capacity building, permanent funding, strong infrastructure).

Topic	Content
<b>Human Sustainment</b>  Discuss Human Sustainment issues.	Philosophies and ways of doing business last longer than “projects and individual people”, so it is important to build capacity and a “deep bench” of interested and skilled individuals. This was briefly discussed earlier when we covered spreading project accountability among the partners. What if key SACSI people or supportive administrators move on, charismatic leaders leave, or the political climate changes? What if your project reaches a plateau? It is

	<p>important to have many people committed and energized about SACSI.</p> <p>“The energy of the SACSI sites comes from “hope”... people become more and more energized as it goes along because they see <i>results</i>”</p> <p>Bea Witzleben, National Firearms Strategies Office of the Deputy Attorney General</p>
Discuss the four key ways to sustain people.	<p>People resources can be sustained if the project:</p> <ul style="list-style-type: none"> <li>• maintains its focus, direction</li> <li>• finds the right pace for the project</li> <li>• involves all members a majority of the time</li> <li>• energy and enthusiasm through positive results keeps and feedback</li> <li>• communication is a key – keep people informed</li> </ul>

Topic	Content
Discuss nurturing the partnerships.	<p>Partners need to work effectively together. Sometimes groups can benefit from “Team Building” exercises (periodically or at a retreat) and establishing roles that overlap or become reliant on each other for the full appreciation and enhancement of the system (the “cross fertilization” of disciplines).</p> <p>Refer participants to the “suggested reading” list in the participant materials and the book, <u>101 Great Games and Activities</u> by Arthur Van Gundy. Ask participants if there are other books or materials they have found useful on team building and collaboration development. Team building can be a delicate undertaking – “games” do not go over well with certain groups so it is important to “know the group” before trying any activities. Activities that build teams and collaboration can be work focused.</p> <p>Nurturing partnerships means managing the “politics”. Understanding and being savvy to the politics, history and personalities among the partners and the agencies is critical.</p> <p>Encouraging discussion and disagreement in an open and healthy dialogue</p>

	<p>avoids game playing, distrust, and partners from becoming disenfranchised. Although not the “norm” in many meetings, this type of frank problem solving can establish trust over time with the SACSI partners. People need to have their interest stimulated with new information, creative ideas, and do-able challenges.</p> <p>Partnerships also flourish and remain focused when they receive periodic tangible results stemming from their SACSI efforts (e.g., SACSI newsletter, faxed updates of arrests in targeted areas).</p> <p>Reinforce the common interests among the partners. People regress and often forget the very reason they went into this line of work. Use emotion and story telling when talking about strategies and hard numbers. Make them come alive. Challenge individuals and committees through “coaching” and asking them “why are you here?” This refocusing reduces infighting and territoriality. Everyone has their “eye on the ball” and is more collaborative when the focus is made clear. Start SACSI meetings by telling a true story or incident. This could involve something the committee did or a policy they changed that impacted a life. Make it real and have the story be a motivator and catalyst. What brings people back to focus? Winston-Salem found it was “putting a face to the work”. They used this story telling approach with the SACSI members and with the media.</p> <p><b><i>Activity: Lead a structured discussion and brainstorming session with participants. Have them identify 3-4 ways to “get” people involved in SACSI. Have them identify 3-4 ways to “keep” people active and involved in the effort. Address the concrete steps you would take. Who would be responsible for those steps? How do personalities play into the success or failure of sustainment? Discuss barriers and solutions. (Time: 10-15 minutes)</i></b></p>
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Topic	Content
<p><b>Process Sustainment</b></p> <p>Discuss Process and Program Sustainment.</p>	<p>It is helpful to make policy, procedure, and administrative rule changes in writing. Institutionalize the changes in documents and in practice. Build</p>

	<p>SACSI so a successor would have to “dismantle it”. Make it a part of your agency’s daily life and way of doing business.</p> <p>Institutionalization can take many forms. It can be as simple things like rotating the meeting locations too, using loaned executives from different agencies or, spreading responsibilities and involvement around so it is multi-agency. It can be applying this strategy to other crimes and issues so that SACSI is not just a small effort targeting only one crime. It can be having the researchers writing articles on your efforts and having them published in journals. Regular summaries should be sent to the media. Articles give the project currency. You need to convince other departments and agencies that they are idiots for not getting involved in this project. In Atlanta, they made a video to be shown at all police roll-call so the line officer feels a part of the process.</p> <p>Winston-Salem, through assistance from a local foundation, is setting up a permanent center at Winston-Salem State University to continue the work of SACSI and also serve as the vehicle to drive the use of the SACSI problem-solving approach to other community safety issues.</p> <p>Explore on-going financial resources and funding options. Establishing permanent funding can cement a base for SACSI. Some sites have explored setting up 501-C3 entities to support SACSI efforts. Additionally, with an enhanced network of partners, more funding opportunities and creative and innovative ways of seeking funding may emerge.</p>
Re-cap and do module closure.	<p>In this module, we discussed the importance of sustaining the SACSI way of doing business. We highlighted that there are two levels to consider: the human sustainment issues (keeping people focused and energized) and the process sustainment (capacity building, funding, establishing an infrastructure).</p>

# **Lesson Plan:**

# **Module 6**

# Module 6 Lesson Plan

Time: 45 minutes

Topic	Content
<b>Module 6: Resources</b>  Discuss the technical assistance and national resources that are available and how they can be accessed.	Refer participants to their materials where there are names, addresses, emails and web sites that they might find useful for technical assistance, simple questions, mentors, books, and materials.  Read some of the information out loud to the participants.

Topic	Content
Summarize the 8 steps to organizing SACSI.	Review the 8 steps to organizing SACSI. <ol style="list-style-type: none"> <li>1. Establish interagency working group structure</li> <li>2. Select the problem</li> <li>3. Gather data</li> <li>4. Analyze, confirm and describe the problem</li> <li>5. Design the strategy/interventions</li> <li>6. Implement the interventions</li> <li>7. Monitor and evaluate the strategy/interventions</li> <li>8. Adjust strategies based on feedback/evaluation</li> </ol>
Ask if participants have any questions that have not been addressed.	Discuss any unanswered questions and issues.
Facilitate participant's developing "Action Plans"	<b><i>Activity: Ask participants to take out the form in their participant materials (located at the end of the notebook) that says "Action Steps" at the top.</i></b>

	<p><i>Have them individually take a few minutes to write down three things they plan to do when they get back to the office regarding SACSI. Note that there is a place on the form in column one to write the three ideas or action steps, column two to write the things that might be the challenges or roadblocks to accomplishing the three steps, and column three, the strengths/assets within the agency to help overcome the obstacles and accomplish these steps. (Time: 8-10 minutes)</i></p> <p><i>When the time is up, ask participants if they would like to share any particular action steps they plan to take when they return to their agency. (Time: 5-10 minutes)</i></p>
If there is time and interest, facilitate participant's writing "commitment letters".	<p><i>Optional activity: Next, ask participants to take out the form in the participant's notebook that says "Commitment Letter" at the top. Have them take a few minutes to look at the action plan they just wrote, think about the information covered in this training, and then write a "personal" commitment letter to themselves. That is, what participants want to do personally to make this happen, such as make more time for SACSI or get to work 15 minutes earlier every morning to work on SACSI, etc. Stress that these are private letters they are writing to themselves. (Time: 8-10 minutes)</i></p> <p><i>Next, pass out envelopes for participants to write their address on the front, enclose his/her letter, and seal it. We will add the postage and mail the letter back to them in three months so they get "feedback" and measure their own personal progress.</i></p>

Topic	Content
Ask participants to complete the training evaluation before they leave.	The evaluation forms are in their participant materials.

Topic	Content
Thank participants and conclude training.	Thank you for participating. Good luck in your efforts and know there are resources and mentors available to answer questions and provide support.



**Notes:**

